DOCUMENT RESUME

ED 075 420 SP 006 401

TITLE	Case Study of Performance Based, Field Oriented Education at the University of Washington 1967-72.
INSTITUTION	Washington Univ., Seattle. Coll. of Education.
PUB DATE	72
NOTE	237p.
EDRS PRICE	MF-$0.65 HC-$9.87
DESCRIPTORS	*Field Experience Programs; Internship Programs; *Performance Based Teacher Education; *Performance Criteria; *Standards
IDENTIFIERS	*Distinguished Achievement Award Entry

ABSTRACT

This report details the results of a completed 4-year program developing performance-based field-oriented teacher education (TEPFO) at the University of Washington. It gives baseline designs for the establishment of TEPFO programs, and it discusses scheduling implications for students and faculty. The information in the appendixes (two-thirds of the document) covers program standards, reports, and formats of various TEPFO programs and performance criteria rating scales. (JB)

ED 075420

1972

Case Study of
Performance Based,
Field Oriented Education
at the University of Washington
1967-1972

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Case Study of Performance based,
field oriented Teacher Education at
the University of Washington
1967-1972

1.0 The Development of the Several Programs

1.10 Background

The concept of performance-based teacher education at the University of Washington in Seattle had its beginnings in 1967 with the Northshore Project. This development represented a cooperative enterprise comprising a coalition of the University, Northshore School District No. 417, and the Northshore Education Association. Even though it was a simplistic model, it has provided a prototype for most of the current special teacher education patterns at the University. The project contributed the initial development and field-testing of baseline designs for the establishment of (1) a performance-based, field-oriented conceptual model; (2) a cadre of clinical professors; (3) a coalition management model -- based on a "steering committee" approach for decision-making related to program development, conduct and evaluation; (4) a field-coordinator approach for the coordination of field and campus experiences; (5) an inservice education program for field associate teachers; (6) temporary certification for project interns during the final phase; and (7) intern selection procedures including the participation of school district personnel in the screening interviews.

Since 1967, several additional patterns have emerged and during the academic year 1971-1972 it is anticipated that approximately 375 out of 1250 students completing certification requirements will participate in performanced-based teacher education. Thus, the ratio of students in these projects to students in the standard program will have changed from one in fifty in 1967-1968 to approximately one in three for 1971-1972. This is especially noteworthy since all of the special patterns are on an elective base for students.

The standard teacher education program is the typical traditional model. Theory courses and academic preparatory work are completed prior to one quarter of student teaching. The TEPFO* patterns, on the other hand, constitute performance-based experiences that correlate theory and practice, and these vary in length from two academic quarters to two years duration. Other differences represented in the special patterns will be described in subsequent sections.

Students who participate in the TEPFO patterns are either in their final two years of the baccalaureate program although a few are post-graduates.

Impetus for the development of new ways to prepare teachers resulted from a report of the Dean's Task Force on "Teacher Education for the 1970's." The report, presented to the faculty Autumn Quarter, 1969 was prepared by faculty and student representatives. It recommended priorities for program development as well as presenting a system to facilitate change. These recommendations highlighted new directions

*Teacher Education: Field Oriented

reflected from numerous sources, including teacher education models developed under the auspices of the U. S. Office of Education; the 1971 Standards for Preparation and Certification of School Professional Personnel (see appendix I) State of Washington; proposed Standards for the Accreditation of Teacher Education prepared by the Evaluative Criteria Study Committee of AACTE for the National Council for Accreditation of Teacher Education; inputs resulting from group hearings with student, faculty, field, and community representatives; and from observations of current innovative programs sponsored by the College of Education.

1.20 Rationale

As a result of self-study and previous experience with the performance-based Northshore Project, the following assumptions were formulated for program development at the University of Washington:

> That new patterns will be expected to include provisions that are characteristic of a professional program of study. These include (1) an admissions program based on well-defined criteria; (2) a predetermined enrollment geared to available collegiate human and physical resources; (3) a specified block of time to which the student commits himself on a full-time basis; (4) a multiple-track system to accommodate persons with diverse backgrounds and to prepare persons for differentiated roles and conditions; (5) a performance-based, field-oriented approach that provides for the integration of theory and

practice; and (6) a close working relationship between campus and field in the design, conduct and evaluation of the enterprise; and,

That as new patterns develop, it is imperative that teacher education does not become transformed from one historically-closed system to another new but equally closed system.

This rationale has generated seventeen critical goals for program development in teacher education at the University of Washington. These goals are not included here; however, selected operational consequences that affect implementation, evaluation, revisions and recycling are discussed in 4.0.

2.0 Program Development

At the beginning of the academic year 1969-1970, eight developmental models were operational. These were separate projects, each designed to implement a specific approach in program development. Thus, over the past two years, a multi-track program of teacher education has become a reality.

The scope of the special patterns for 1971-1972 includes the continuation of four of the eight developmental models begun in 1969. Although the number of models has decreased from eight to four, the scope has actually enlarged when numbers of students and training personnel are considered. Three models were phased out as a result of discontinued funding on the federal level; and one was modified to incorporate the participation of two additional school districts.

3.0 Program Design for 1971-1972

3.10 Analysis of program development over the past four years has resulted in a planning design that is based on a conceptual and a management domain.

Essentially, the conceptual domain incorporates the various aspects that deal with program design (e.g.; rationale, program objectives, learning activities and performance criteria). The management domain includes conditions essential to the planning, conduct, and evaluation of the various models (e.g.; human and material resources and the design of the various decision-making models).

3.20 Conceptual domain for the 1971-1972 performance-based models consists of three basic approaches:

3.21 Approach A: The development and field testing of a systems model based on learning modules designed to prepare interns for elementary schools in the inner city. This approach provides for a training model scheduled over a pre-service and an in-service phase (see appendix II).

Conceptual Model

Based on clusters of learning experiences for interns and training personnel. Each cluster consists of learning modules. Performance objectives (terminal and enabling types) and criteria are contained in each module.

Management Model

Decision-making system is built around a steering committee.

3.22 Approach B: The development of a progression of teaching tasks in a systems design for a continuous field experience for a two-year period (see appendix III).

Conceptual Model

Based on five domains with accompanying systems.

DOMAINS WITH ACCOMPANYING SYSTEMS

- TEACHER
  - Personal Characteristics
  - Professional Competencies
- PUPIL
  - Pupil Characteristics
  - Learning Process
- KNOWLEDGE
  - Structure of Knowledge
  - Structure and Concepts Basic To Each Subject
- INSTRUCTIONAL PROCESS
  - Objectives
  - Diagnosis
  - Methods
  - Resources
  - Logistics
  - Evaluation
  - Sequence
- ENVIRONMENT
  - Society
  - District
  - Building
  - Classroom

These five domains consist of training experiences organized within each accompanying system. The training experiences are organized across two academic years, beginning with the extensive phase and continuing for three academic quarters, culminating with the intensive phase scheduled over the final two quarters. Each phase has performance objectives appropriate to the kinds of experiences designed for an extensive or intensive training experience. Training experiences are also provided for school district personnel involved in the program.

Management Model

Decision-making system based on a steering committee approach.

3.23 Approach C: The development and field testing of performance objectives, tasks, and criteria in a clinical setting that correlates theory and practice (see appendix IV).

Conceptual Model

A clinical approach to the diagnosis of intern teaching behaviors. Assessment of behaviors is done by clinical professors, field coordinators, and field associate teachers. Reinforcement and remedial protocols are scheduled in clinic and field settings. Clinic and field assignments for interns are scheduled in a block of time comprising three academic quarters for elementary interns and over two quarters for secondary interns.

Management Model

Decision-making system based on a steering committee approach.

3.24 Approach D: Continuation of the field testing of a management model based on a coalition of university, school district, professional association and student representatives (see appendix V).

Assumption: That the principal agents or agencies participating in a program should have open access to decision-making opportunities. This assumption is being tested through the steering committee concepts of management. With minor qualifications, Approaches A, B, and C also operate on the basis of this assumption.

4.0 A Critique of Program Development Since 1967

This discussion will be organized according to selected areas of the conceptual and management domains of program development. The following areas will be included: (a) Implementation and Evaluation of Programs, (b) Provisions for Program Management, (c) Development of Performance Criteria, and (d) Sequencing of Performance Tasks. Based on this critique, implications for faculty, students, cooperating schools, and certification procedures will be discussed in 5.0.

The critique is based on a continuing effort to evaluate program development over the past four years. Operational objectives have been evaluated continuously through steering committee projects, evaluation task groups, and other feedback procedures that have been somewhat informal.

4.10 Implementation and Evaluation of Programs

This aspect of program development falls mainly in the management domain. Evaluation has produced evidence that, from the outset, it is critical to include the field and professional association agencies in planning efforts. In Approaches A and C, community representatives are now included. Student representatives are included following selection into a given pattern. Thus, each pattern operational for 1971-1972 has been planned based on inputs from these constituencies.

Program evaluation also includes inputs from those constituencies. As a result of evaluation efforts, inputs have been analyzed and recycling procedures have been followed. Examples of recycling will be described in 4.11 and 4.12.

4.11 Provisions for Program Management

Identification of role agents and the delineation of their role responsibilities has proven to be two critical tasks in program management. Examples of role agents that have emerged are: (a) Clinical Professors, (b) Clinical Associates, (c) Field Coordinators, (d) Field Associate Teachers, (e) School District Administrators, (f) University Program Consultants, and (g) interns. For 1971-1972, brochures containing role definitions will be available. Attempts to clarify areas of role responsibilities have already reduced the scope of management problems encountered in performance-based patterns.

4.12 Development of Performance-Criteria

This area of program development operates on two levels. The first level includes performance expectations for the teacher trainee and the second level provides performance specifications for the teacher trainers. Evaluative feedback has produced evidence that an inservice training program for field personnel is essential if intern performance behaviors are to be analyzed systematically. To this end, continuing seminars are scheduled for field personnel who have supervisory responsibilities. These seminars present information relative to the program objectives and the roles of participating personnel. Increasing emphasis will be placed on the development of competencies required to evaluate teaching behaviors generated from criterion-references instruction in clinical settings.

The development of performance criteria in the beginning stages was done by clinical professors. Increasing emphasis is being placed on the development of performance criteria by field personnel and interns. Formative evaluation measures largely include criteria that are contained in training protocols. Summative evaluation procedures are conducted twice quarterly. At these two points in time, a performance-based evaluation instrument (see appendix VI), developed by the Director of Field Experiences, is applied. This instrument is developmental and has been modified annually as a result of feedback data. Modifications in the development of performance criteria are expected to continue, as a result of continuing evaluation and recycling procedures.

4.13 Sequencing of Performance Tasks

A problem from the outset has resulted from attempts to sequence performance tasks for interns. The basis of the problem stems from the fact that clinic expectations for field experiences do not always coincide with the classroom schedules in elementary and secondary school classrooms. Various suggestions have resulted in recycling procedures that have provided more flexibility for interns in scheduling performance tasks assigned to them. Efforts to streamline the sequencing of performance tasks required in a given program have produced many valuable ideas from field personnel.

5.0 Implications of Program Development

5.10 Implications for Faculty

Faculty who participate in performance-based, field-oriented teacher education must concern themselves with management details. For example, faculty responsibilities include frequent visits in the field to translate performance criteria. Other qualifications for faculty include the ability to work in teams with clinical professors and associates, field coordinators, and field associate teachers. Clinical instruction requires the capacity for varying rates of progress. The style of instruction required in this approach minimizes didactic teaching and maximizes inquiry and problem solving.

Efforts to solicit faculty participation have pointed up the importance of modifying faculty loads to account for the additional time and effort required in a clinical assignment. The administration has come to recognize that, in the long run, faculty promotional criteria need to be examined to guarantee recognition for faculty participation in an assignment that demands increased time for instruction and student contacts. Development of instructional materials also figures heavily in this respect.

Faculty also have to be competent as a trainer of teacher trainers since the field coordinators and field associates are expected to assume an increasing responsibility for instruction as the program moves from a field-oriented to a field-centered base.

In general, faculty who participate in performance-based, field-oriented instruction must have a strong conviction that the initial preparatory program for teachers is a critical component of the total teacher education program.

5.20 Implications for Students

Students who participate must make a decision early in their baccalaureate experience in order to schedule requirements in a block of time that precludes other academic work during the interval. Prerequisites must be satisfied prior to entry and this condition places a heavy responsibility on students and advisors.

They must also recognize that their success will be judged on performance as opposed to strictly cognitive experiences. They must also recognize that the block of credits acquired in the experience are graded "pass-fail" rather than by the conventional grading system. Students essentially exit from the pattern with the same grade point average with which they entered it. This fact must be considered carefully by students who are concerned about elevating their grade point average during the final phase of their baccalaureate program.

Students are required to participate in many more activities than are required in the traditional pattern. Since the assignment requires continuous participation in a school setting, in addition to clinic activities, students discover that they are judged not only as a student in the University setting, but also as a teacher intern in a school environment. Thus, students are expected to acquire at an early stage many behaviors that are not required of students in the traditional program until they become first-year teachers.

Students must also recognize that they will be expected to develop the capacity for self-evaluation. This skill must be developed early and it also requires the additional competency of evaluating peer interns with objectivity.

Entry requirements include a screening interview in addition to the conventional entry requirements into the teacher education program. This fact sometimes performs a screening function, in itself, since some students resist this personal confrontation and prefer the traditional program where no interview is required for entry. In most instances, however, students view the interview procedure favorably.

Students who elect the performance-based, field-oriented patterns must also recognize that they must forego many of the campus activities that would be available to them in the traditional pattern. Time commitments in the field preclude their participation in many activities on campus.

5.30 Implications for Cooperating Schools

Responsibilities for cooperating schools are heavier than in the traditional pattern. School principals must exercise leadership in the provisions for those human and material resources required for the experience. Since students are scheduled over several quarters, problems arise that ordinarily do not appear in a single quarter of student teaching.

Field associate teachers must be willing to accept additional responsibilities since they must assist in the translation and application of performance tasks and criteria that often require modifications in their curriculum for children. They must be willing to assign instructional responsibilities over to interns over a prolonged period of time. This requires additional management responsibilities. Field associate teachers must also be capable of working in teams that include the field coordinator and clinical professors. They must also agree to participate in the inservice, continuing seminars designed to enhance their participation. All of these demands require a dedicated professional who believes in the importance of quality preparation of teachers as a vital key to the improvement of the teaching profession.

5.40 Implications for Certification

Beginning in 1967, the temporary certification of interns in their final quarter was approved by the Office of the State Superintendent of Public Instruction. Since that time, patterns have been added that include intern experiences over a two-year period and in these situations, temporary certification is awarded during the final two quarters.

In all cases, it is imperative that performance criteria be applied on a continuing basis to insure competencies of interns at the time when temporary certification is requested.

Experience has shown that temporary certification enhances the training experience. In the first place, it removes numerous problems of liability for all concerned. The intern is free to have experiences "where he teaches on his own." This opportunity is very difficult to arrange in the traditional pattern because of liability problems. The experience is also much more comprehensive due to the possibility to assign increasingly complex performance tasks for the intern.

The provision for the temporary certification of interns also represents another enhancing aspect. It provides released time for field associate teachers to participate in various enrichment activities in the school district. It also enables the field associate teacher to differentiate instruction for children to a greater extent than is the case when there is only one teacher for one classroom. This adaptation begins early in the experience and is expanded markedly when the intern receives his temporary teaching certificate.

Temporary certification for interns provides the school with additional, sophisticated teaching assistance. To date, this feature has been received with general enthusiasm by interns, clinical faculty and school district personnel.

6.0 Budgetary Analysis

Funding the several TEPFO patterns has created budgetary stress. Traditional teacher education programs tend to be course and credit oriented because of inadequate funding to allow development and implementation of preparation programs worthy of the appelative professional.

Competency base, field oriented patterns require additional funding to enable implementation of the following basic concepts:

1. Internship supervision for two to six quarters.
2. Inservice training of associate teachers by University faculty.
3. Professional staff instructional load reduced to permit field participation.
4. Modular development with specified competencies and attendant behaviors requires staff and clerical time.
5. Utilization of school district joint appointees as University field associates.
6. Increased travel costs by faculty and staff.

It appears that TEPFO interns increase the per capita cost of initial certification by about one-third. However, much exploration needs to be accomplished with regard to differentiated staffing as well as the funding responsibilities between school district and University when preservice and inservice education merge. Also teacher education must lead the way toward change; future teachers must not be prepared merely to staff and maintain the status quo. Inasmuch as change is essential to all alike the question then as to cost sharing with school districts becomes completely legitimate.

Traditional patterns of professional preparation may well be and probably are, more expensive in the "long run", in monetary outlay and human discomfort than the TEPFO internship patterns when the totality of the situation is viewed.

7.0 Major Needs

This consideration can be reduced to the need for additional funding. This statement cannot stand alone as the total factor, however, since availability of funds does not necessarily satisfy the diversity of needs created by a performance-based, field-oriented approach to teacher education.

In the first analysis funding does present a substantial variable. Since additional time is required for clinical professors to perform their assignments, slack must be taken up in those parts of the program displaced by their participation in the clinical assignment. This usually means reduction in the offerings in another part of the program or the availability of additional faculty as replacements. Additional funding is also required to provide the hardware and software needed in performance-based, field-oriented instruction.

On the other hand, the introduction of innovations in the total program necessitates revisions of all parts of the program to insure continuity and equity of opportunities for all students to receive a quality experience. Scheduling becomes more difficult in a multi-track system. Evaluation to date suggests the need to consider a block of time experience for the total program. This approach would require advance application on the part of students. No longer would students be able to drift in and out of the program at their convenience. Efforts to assess the consequences of a block of time system are now underway. The concept of admissions based on production models already undergirds each special pattern. Intake of students in these patterns is based on the capacity of each training model to meet the demands of its operational objectives. The number of students in a model becomes a critical variable in this context. Availability of faculty and field resources are two additional variables that influence the number of students to be admitted. At this stage in program development, these problems present a serious challenge for the College for 1971-1972.

In the final analysis, the College of Education is attempting to maintain a mass program of teacher education while at the same time it is making serious efforts to provide multi-track, performance-based, field-oriented patterns available to its students. Until sufficient baseline research data are available to demonstrate the superiority of these new approaches over the old, the College cannot completely abandon the traditional pattern. It must continue as an option until its credibility is destroyed.

The local school districts represent another source of need. It is vital that additional funding accrue to them for the realization of their responsibilities in teacher education. At this time, and in the foreseeable future, the University will be unable to provide this funding. Other options will be explored. One possibility lies in state level funding to those school districts that participate in teacher education; perhaps federal monies could be spent wisely in this way. These problems occupy a high priority for study in 1971-1972.

8.0 Predictions for the Future

The past four years have produced evidence that performance-based, field-oriented patterns have been met with a high level of favorable reception. How long this atmosphere of favor will continue is a serious question. Program development in itself has many intrinsic rewards that accrue from participation in a new and exciting innovation. Additional funding to provide for the human and material resources demanded by sophisticated, expanding training experiences will probably be necessary to maintain momentum in the years ahead.

A conceptual domain emphasizing performance-based, field-oriented instruction, and a management domain based on a coalition approach have so far proved to be viable organizational structures for program development.

Appendix I

State of Washington
SUPERINTENDENT OF PUBLIC INSTRUCTION
Olympia

GUIDELINES AND STANDARDS

for the

DEVELOPMENT AND APPROVAL OF PROGRAMS OF PREPARATION LEADING TO THE CERTIFICATION OF SCHOOL PROFESSIONAL PERSONNEL

ADOPTED BY THE STATE BOARD OF EDUCATION
JULY 9, 1971

LOUIS BRUNO
Superintendent of Public Instruction

GUIDELINES AND STANDARDS
for the
DEVELOPMENT AND APPROVAL OF PROGRAMS OF PREPARATION LEADING TO THE CERTIFICATION OF SCHOOL PROFESSIONAL PERSONNEL

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IMPLEMENTATION OF 1971 GUIDELINES AND STANDARDS

These guidelines and standards (WAC 180-80-700 through 180-80-740) may be applied after September 1, 1971, to the preparation and certification of teachers in lieu of standards effective July 10 and 28, 1961, (WAC 180-80-510 through 180-80-550) and to administrative preparation and certification in lieu of the standards adopted March 24, 1956 (WAC 180-80-280 through 180-80-312). Educational staff associate preparation and certification standards adopted September 12, 1968 (WAC 180-84-510 through 180-84-560) are replaced by these standards and guidelines.

> The State Board of Education adopted a motion to inform all agencies (colleges and universities, school organizations and professional associations) involved in teacher education under the 1971 guidelines and standards that it is the consensus of the State Board that action should be taken to implement the new standards promptly; that such agencies are requested to submit reports concerning their plans to implement the standards for consideration and approval and for coordination with the state's plan; and that these reports are to be submitted within one year from the effective date of the standards, September 1, 1971.

PREFACE

Louis Bruno
Superintendent of
Public Instruction

In schooling the importance of the teacher is second only to that of the learner. It is the teacher's function and that of those who aid him to provide access to the best possible circumstances for learning. In Washington law a "qualified teacher" is required for a school to be approved; to be qualified a teacher must be certified. It is crucial, therefore, that state guidelines and standards for certification encourage and promote the highest quality of preparation. Quality in this context means establishing the best circumstances for persons selected for teacher preparation to become engaged and involved in learning how to teach.

As the reader will discover, these 1971 guidelines and standards are different from traditional state standards for preparation and certification. They represent a new approach in which the processes and procedures to be employed in determining and developing components of preparation programs and approving such programs are set forth as the standards. The guidelines are the result of five years of discussion, study, and trial programs. Hundreds of persons in Washington who are concerned with improving the quality of education for children and youth in public and private schools of the state have been involved. The guidelines and standards emphasize a focus for program development--the needs of children and youth served by our state's public and private schools.

The Washington State Board of Education has adopted the new guidelines and standards as alternate to those which have been in effect since 1961. Under the 1961 standards many desirable objectives in this vital area of education have been and are being achieved. We believe that the approach encouraged by the 1971 guidelines will result in yet more significant improvement of teacher, administrator, and support personnel preparation. The 1971 guidelines call for a more effective utilization of the resources of all persons and groups who are or should be participants in this important effort.

The new guidelines and standards provide a process, a rational and open system if you will, for constant recognition of new knowledge, for an appropriate use of technology, and orderly agreed upon response to the changing educational needs of society and individuals. The implementation of the guidelines and standards should create opportunities for those being prepared to have more personally fulfilling activities and experiences so that as professionals they may provide better school life for learners at all levels.

INTRODUCTION

Wendell C. Allen
Lillian V. Cady
William H. Drummond

The basic purpose of State Board of Education guidelines and standards for preparation leading to certification has always been to ensure the competence of common school professional personnel.

Prior to 1949 certification programs were based on a specified number of courses prescribed by the state. Regulations endorsed by the State Board of Education in 1949 established a program approval approach which placed responsibility upon the colleges and universities for the substance of preparation programs. School districts were involved in the student teaching experience and shared with the teacher and the institution of higher learning the planning of fifth-year programs. Revision of the standards in 1961 strengthened the academic preparation of teachers, necessitated greater cooperation between colleges and school organizations, and fostered more flexibility in program planning.

Study of the current scene and appraisal of trends suggest that Washington can marshal its resources and knowledge to stimulate preparation which is more appropriate to the services which professional personnel should provide to today's children and youth, and that preparation programs should reflect and encourage an open-system concept. The open-system allows input from a variety of sources, does not lock all persons into the same mold, and encourages difference, variety, and change. The state is concerned that preparation experiences be relevant to competence on-the-job, the actual world of the elementary and secondary school student and to the changing needs of society.

For Washington State the 1971 guidelines for program approval and certification are a natural, evolutionary step. These guidelines provide a framework within which trends and changes in society and education which should influence preparation can be more readily incorporated into preparation programs. The 1971 guidelines encourage broad participation, honor the open-system concept, and decentralize responsibility and accountability for preparation and the outcomes of preparation.

To further these objectives, the guidelines and standards provide for colleges/universities, professional associations and school organizations to form consortia to plan and carry on preparation programs. Each of the three agencies in a consortium is to have an equal voice in overall planning, policy formation, assignment of responsibilities, evaluation of programs, and the hearing of appeals.

The guidelines and standards establish a framework whereby the objectives of preparation are determined; competencies in subject matter specialities, pedagogy, and personal characteristics are delineated; and entry and exit-level competencies for each stage of preparation are specified. It is essential that preparation programs include and address competencies in subject matter knowledge as well as in the art and science of teaching, and in such human dimensions as interpersonal communication. The professional must be competent in each of these areas. He is basically a decision-maker and decisions for improving learning must be based upon the data generated from the interplay among these several areas of competence.

Several assumptions underlie these 1971 guidelines: (1) the main purpose of the school is to help each child achieve self-direction and self-reliance in a dymanic and changing society; (2) the adults in a school, by the way they work and live, establish the intellectual and emotional climate for the school; (3) adults moving into schools as professionals need to experience preparation in a manner consistent with the way children ought to be helped to learn in school; (4) learning and growth is a continuing and dynamic process; (5) all learners become what they will by the choices they make, the actions they take, and the consequences they undergo; and (6) learning and growth best occur under circumstances where persons are respected and loved and free to be themselves and to become whomever they have the will to become.

Given these assumptions, the guidelines and standards proceed naturally from developments in teacher education over the past twenty-five years and emphasize the following principles:

a. preparation should be related to performance and performance related to the objectives of the professional and his clients;

b. preparation should be individualized and give recognition to personal style;

c. preparation programs should be planned and developed in a participatory manner by those affected; and

d. preparation is a career-long, continuing process.

A. CERTIFICATION

1. Three types of certificates are provided:

   a. The teacher certificate authorizes service in the primary role of teaching.

   b. The administrator certificate authorizes service in the primary role of general school administration, program administration and/or supervision.

   c. The educational staff associate certificate authorizes service in roles of specialized assistance to the learner, the teacher, the administrator and/or the educational program.

2. Three levels of certificates are provided for each certificate type:

   a. The preparatory certificate authorizes experiences in school or school-related settings designed to develop competence at the "initial" level of certification. This certificate is valid for one year and is renewable.

   b. The initial certificate authorizes school service in a particular role and allows the holder to assume independent responsibility for working with children, youth and adults. This certificate is valid for three years and is renewable once.

   c. The continuing certificate authorizes school service on a career basis and assumes continued professional development. The continuing certificate is valid as long as the holder continues in service. It is subject to renewal only if the holder leaves educational service for a period in excess of four years.

TYPES AND LEVELS OF CERTIFICATES
(Figure 1)

Types of Certificates	Teacher	Administrator	Educational Staff Associate
Levels of Certificates ↑	Continuing	Continuing	Continuing
	Initial	Initial	Initial
	Preparatory	Preparatory	Preparatory

3. Certificate endorsements

Initial and continuing certificates will be endorsed to indicate grade level(s), content area(s), and/or specialization(s) for which the professional is or has been prepared.

4. Reciprocity

a. In-state candidates:

1) Holders of initial certificates shall be admitted to programs leading to continuing certification.

2) Holders of provisional certificates or credentials awarded under previously adopted State Board of Education rules and regulations may be admitted to programs leading to continuing certification, provided they meet entry level requirements.

3) Holders of standard certificates or of valid teacher certificates issued prior to 1949 may be admitted to programs leading to initial or continuing certification, provided they meet entry level requirements, without jeopardizing their prior certification status.

b. Out-of-state candidates:

Candidates holding out-of-state certificates or credentials shall have the option of applying for certification under either these 1971 standards or under those previously adopted.

1) Graduates of institutions accredited by the National Council for Accreditation of Teacher Education, or graduates of out-of-state four-year institutions accredited for teacher education, who hold or are eligible for comparable certificates in another state, territory or possession of the United States, may be granted temporary certificates with appropriate endorsements.

2) Graduates of accredited out-of-state institutions who do not meet the requirements cited above and who wish Washington certification shall be required to meet requirements established by a consortium of institutions and agencies with approved preparation programs in the state.

3) Experienced persons who hold certificates from other states and have been granted temporary certificates may apply for initial or continuing certification to in-state consortiums of agencies with approved programs as soon as they are employed in Washington. These consortiums shall have procedures which ensure fair and prompt assessment of the applicant's qualifications and shall make appropriate recommendations to the Superintendent of Public Instruction regarding certification of the applicant.

B. CONSORTIUM OF AGENCIES DEFINED

Under these standards preparation programs are to be developed and implemented by a consortium of agencies. Each agency will designate its own representative(s) and clarify with that (those) representative(s) his (their) authority in acting in behalf of the agency. The agencies in a consortium shall be colleges and universities, school organizations and professional associations in accordance with the following definitions:

1. Professional Association: The professional association, determined by the total faculty of certificated employees in a school organization in accordance with election procedures defined in Chapter 28A.72 RCW (or a cooperative group of such associations if a number of school organizations have combined to participate in a consortium for staff development purposes) shall have the professional association responsibility in a consortium and shall have the responsibility of providing opportunity for input from all other specialized and subject matter associations.

2. School Organization: Any public or independent school system or district or cooperative group of such organizations shall have the school organization responsibility in a consortium. School organizations should represent the interests of parents, interested citizens, school children and youth, the local school board(s) and the school administration, including principals. As a consequence, individuals representing school organizations shall have responsibility for providing opportunity for input for those various groups in developing and implementing personnel preparation policies. The chief administrator(s) of school organization(s) is(are) responsible for designating the individual(s) responsible for the school organization's role in program development and implementation.

3. University/College: Any institution of higher learning or cooperative group of colleges/universities which has or develops professional teacher education programs shall have the college/university responsibility in a consortium. Community colleges (in collaboration with four-year institutions) may participate in preparation. Colleges/universities should represent the interests of students and of academic, professional and administrative faculties. Individuals representing colleges/universities and community colleges should reflect the interests and talents of those various groups in program development and implementation. The chief administrator for professional preparation and development as designated by the college or university president is responsible for providing the opportunity for representatives from the appropriate departments or interest groups of the college or university to carry out the institution's role in program development and implementation.

C. CONSORTIUM PROGRAMS

Preparation for school professional personnel is subject to approval by the State Board of Education. The State Board will approve a program of preparation if it meets the following criteria:

1. Consortium arrangements.

The consortium shall:

a. File with the Superintendent of Public Instruction a letter of intent to form a consortium for preparation.

b. Specify the arrangements and processes it will use to:

1) formulate policy;
2) develop program objectives, elements, and characteristics;
3) gain input and involvement of students and citizens in model development;
4) implement the program;
5) administer the program, including monitoring candidate progress, reporting and recommending certification, recommending certificate endorsements, etc.;
6) conduct annual program review and evaluation.

c. Arrange for and report results of at least one comprehensive outside evaluation during the three to five years between periodic program approval by the State Board of Education.

d. Give evidence that it has the human and material resources to conduct, to implement, and to arrange for evaluation of the preparation program.

2. Development of preparation opportunities and alternatives.

The consortium shall:

a. Describe the role or roles which are to be assumed by the person who is to be granted a specific certificate with a particular endorsement.

b. Describe and state the rationale for the competencies (knowledges, attitudes, skills, etc.) required of persons who plan to perform the described roles.

c. Describe examples of the kinds of experiences that will be provided to assist each candidate develop or demonstrate the required levels of competencies.

d. Describe the procedures which ensure that each candidate participates in the design of his own program and the procedures which enable the candidate to achieve certification at his own rate of demonstrable accomplishments.

e. Specify examples of kinds of evidence that will be used to determine acceptable entry and exit levels of competence of the candidate; including, as appropriate, evidence of competence when working with clients.

f. Describe examples of procedures which will be used to provide positive, growth-producing feedback to the candidate and to the program.

g. Describe examples of the kinds of experiences and resources that will be available to staff development personnel, both school and college, to assist them to develop necessary competencies and carry out responsibilities of their roles and specify procedures which ensure that those who supervise the candidate's preparation are competent.

h. Provide assurances that the program is of high professional quality by describing program elements which ensure that a candidate will have appropriate breadth and depth of knowledge for his expected role and which allow and encourage the candidate's continued personal and professional development.

i. Describe the procedures and arrangements which ensure continuing career development opportunities for persons holding initial and continuing certificates.

D. STATE BOARD OF EDUCATION AND SUPERINTENDENT OF PUBLIC INSTRUCTION

1. State Board of Education. Programs of preparation are subject to State Board of Education review and approval. The State Board of Education:

a. Applies the standards hereinbefore set forth in WAC 180-80-720 in approving programs.

b. Receives notification from the Superintendent of Public Instruction of letters of intent to establish preparation consortiums.

c. Receives and acts upon recommendations from the Superintendent of Public Instruction concerning the review of requests of consortiums for program approval.

d. After initial approval, reviews and approves annual progress reports and comprehensive outside evaluations filed by each consortium.

e. Reviews and approves comprehensive studies of each consortium's program(s) on a three-to five-year schedule.

2. Superintendent of Public Instruction.

a. Approval-accreditation function. The Superintendent of Public Instruction:

1) Arranges for on-site visitations to review each consortium's programs for consequent recommendations to be submitted to the State Board of Education.

2) In reviewing programs considers:
(a) published programs and descriptions made by the agencies within a consortium;
(b) reports of visitations to agencies of the consortium by state staff members;

(c) annual progress reports submitted by the consortium and the reports of the interim, comprehensive evaluation;
(d) reports of special visitations to consortiums which may be arranged;
(e) accreditation and approval status of colleges/universities and school organizations.

b. Certification function. The Superintendent of Public Instruction issues certificates and makes certificate endorsements upon recommendation of a consortium of agencies operating an approved program of preparation.

c. Improvement-leadership function. The Superintendent of Public Instruction:

1) assists colleges/universities, school organizations and professional associations in program development leading to State Board approval;

2) assists or facilitates communication and collaboration among and between agencies;

3) arranges for advisory committees of the State Board to meet, make site visits, and prepare reports for the State Board of Education;

4) selects each year one phase of teacher education or staff development for special study and focuses the attention of personnel in consortiums on this phase. (An example of such a phase would be selection of candidates and entry competencies.)

5) requests financial resources needed to achieve preparation and staff development objectives.

E. EFFECTIVE DATE OF ISSUANCE OF CERTIFICATES

The issuance of teacher, administrator and educational staff associate certificates shall be effective September 1, 1971.

APPENDIX A [1]

DISCUSSION AND INTERPRETATION

The state is challenged to do more than establish and maintain minimum standards for education. To serve the people, state government must be responsive to new situations and anticipate new demands and trends. A state pattern of certification should: (1) provide an understandable way of viewing educational work assignments; (2) establish acceptable ways for persons to advance or change from one role or position to another during the course of his career; and (3) provide a basis for ensuring that people assigned to particular school roles are competent.

A. CERTIFICATION--Although the state system of certification should recognize diversity and specialization in the nature of services provided for students, the certification framework itself should be concerned with broad professional types and levels.

1. Types of certificates. Specialized preparation is needed for each area of service. Each area of service also includes a number of specific fields of preparation which, for purposes of certification, are classified as categories. Within each type of certificate there may be several specialization categories depending upon specific roles recognized by the State Board of Education.

2. Levels of certification. Certificate levels for school professionals recognize different levels and degrees of career development.

   The three levels of certification are applicable to each type of certificate. The person will move from level to level as he demonstrates that he meets established criteria. A person achieving continuing certification will have demonstrated both common and specialized competency appropriate to the certificate type and to any specialized endorsement.

3. Certificate endorsement. Certificate endorsement should be based upon specialized competence. Accordingly, it is expected that personnel assignments will be consistent with certificate endorsements.

4. Reciprocity. Arrangements are necessary to assure mobility, opportunity for continued career development, and appropriate certification to in-state and out-of-state professional personnel.

   Many professional personnel holding standard certification issued under previously authorized standards may wish to qualify for certificates issued under the 1971 guidelines and standards. Each consortium will be responsible for establishing procedures for such certification.

   Because certificates issued by Washington State under the 1971 guidelines and standards will be based on performance, it will be necessary for an out-of-state professional wishing certification under them to be issued a "temporary" certificate. The temporary certificate is valid for one year. Assistance will be provided so that the out-of-state person makes contact with a consortium having an approved preparation program.

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[1] Appendix A is not a part of regulations.

B. PREPARATION AGENCIES

Those who have a stake in the nature of professional service should have their voices heard in the development of professional preparation and be able to influence or help change the nature of preparation after programs are in operation.

Participation in a consortium is not limited to the three agencies defined in the standards (colleges/universities, school organizations, professional associations). The definitions serve the purpose of assigning accountability for meeting the specific requirements of the standards and for ensuring the systematic management of the various procedures involved in developing and implementing preparation programs. Each of the agencies defined is required to involve other similar agencies or related interest groups in the processes. Actually, within the context of the guidelines and standards, consortium has three meanings:

1) For purposes of accountability, a consortium is a formal partnership of one or more colleges or universities, one or more school organizations, and one or more professional associations functioning through representatives with authority to act within parameters for their agencies in carrying out the specific requirements of the guidelines and standards.

2) For purposes of developing new programs for specific role or discipline categories, the consortium is a forum of interested parties--organized groups or interested individuals--working together to determine the form and substance of a preparation program.

3) For purposes of implementing an adopted program, the consortium is a management system of assigned accountability and responsibility for coordinating the implementation of various aspects of the program.

1. Professional Association. Many associations represent the interests of professionals; but if the guidelines and standards are to function effectively, it is necessary for accountability purposes to identify one association. That association should represent a broad spectrum of professional points of view. In many school districts an association selected by the total certificated staff according to procedures specified in the Professional Negotiations Law (Chapter 28A.72 RCW) has already been authorized to negotiate on matters of professional concern. In private schools and in school organizations where arrangements have not been established for professional negotiations, the professional association representation will be determined by the total faculty of the concerned school organization.

   Identifying an association selected in accordance with the Professional Negotiations Law, or one selected in like manner as the accountable professional association under the guidelines and standards, serves many useful purposes:

   a. With the accountability issue settled by definition, all professional associations can direct their energies toward developing programs as soon as the standards go into effect.

b. Associations that negotiate on matters of professional concern usually have facilities and resources for reaching and involving the professional staff that could be applied to accomplishing the goals of the guidelines and standards.

c. Such associations usually have staff or standing committees that could assume the responsibilities and the work of coordinating the efforts of other professional associations in implementing the guidelines and standards.

d. Such associations usually have procedures and/or arrangements for communicating association views with school district organizations that could be adapted to the purposes of cooperative functioning under the guidelines and standards.

Although all the needed mechanisms for coordinating the multitude of general and special interests found in school faculties may not be present in 1971, participation by practicing professionals and the coordination of their energies is essential if new, more viable and relevant programs are to be created.

The guidelines and standards provide for the coordination of staff development professional association concerns through the local education association or union, or, in cases where faculties are not so organized, by representatives of the total faculty of the school organization. Should the identity of the local education association change, the faculty of the total school organization will still be present and will be expected to assume the obligations to trainees made by the previously identified association or union.

The professional interests of administrators in the preparation of administrators, teachers and specialists are legitimate, so are the interests of teachers in the preparation of teachers, specialists and administrators, etc. The local education association or union is where these professional interests should be coordinated because a significant part of preparation will and does occur at the local level and is dependent upon the energies and talents of the professionals working there.

The local association should value and support the special interests and concerns of competing general local associations or unions, of the specialized local and state associations, and of national and international associations. Decisions based upon narrow parochial interests should be avoided. The guidelines and standards imply a belief that local associations given the power to influence preparation, will use such power to improve professional services to clients. Such associations should encourage pluralism and variety within and between programs of preparation for various professional roles.

2. School organizations will need to invent ways for parents, other citizens and students to become involved in professional staff development. Their primary contributions should be in the definition of needed professional services and assistance in the provision of the needed resources for preparation and staff development.

   It is assumed that school organizations in less populous areas may have to coalesce with other school organizations for staff development purposes. No preconceived plan for amalgamation has been created. Coalitions and consortia will grow as institutions, agencies and organizations perceive the need for one another and begin assuming initiative for bringing about new relationships.

3. Universities and colleges will continue to be a major contributor to preparation and career/staff development. Although college non-professional programs may be legitimately under the control of a college faculty committee, teacher education (professional preparation) has broader involvements, and hence, needs a broader base for planning, development and implementation.

   Colleges in collaboration with school organizations and professional associations should develop a variety of options for students: some students need direct field experiences early--such experiences make academic collegiate work meaningful; some students can assimilate theoretical constructs easily and can achieve competence via later field experiences.

   Colleges should help students know themselves, understand the social milieu in which schools function, see alternative and individually suitable styles of conduct, and test their self/career perceptions in college and school settings.

C. PREPARATION PROGRAMS

The following principles should underlie program development and should ensure a more valid relationship between an individual's preparation and the professional role he will assume.

1. Consortium Arrangements

   a. Letter of Intent. A group of collaborating agencies desiring to form a consortium and develop a preparation program is to file a letter of intent with the Superintendent of Public Instruction. The letter of intent will allow the Superintendent of Public Instruction to provide assistance to the consortia during developmental stages and coordinate efforts and activities related to emerging programs.

   b. Roles and Responsibilities. Roles and responsibilities of each agency in the consortium are to be agreed upon by the consortium. Therefore, agency representatives should have authority to act for their agency or know the parameters within which they may so act. Agency responsibility, accountability and cooperation are discussed in detail in Section B of Appendix A and in Appendix B.

   c. Program Evaluations. On-going evaluation is essential to determine whether a program is achieving its objectives. Program evaluation should be a continuing process in which all participate.

      In addition to these on-going consortia evaluations, at least once during the five-year period between State Board of Education approval actions, the consortium will arrange for a comprehensive evaluation of the program(s) by a person(s) not directly involved in the consortium or its program(s). The consortium may agree that program evaluations conducted for purposes of regional or national accreditation meet this criterion.

Results of all evaluations should be helpful to the consortium in program change and development. Evaluation reports will be filed with the Superintendent of Public Instruction for State Board of Education reference when reviewing preparation programs for approval.

d. Resources of the Consortium. The consortium should identify the human and material resources available and/or needed to develop and implement a program. The consortium should provide evidence that, as appropriate, resources will be shared, redeployment of resources can be accomplished, and additional resources can be obtained.

A given consortium may have adequate resources to develop and implement one phase of a preparation program (e.g., preparatory--initial phase, elementary teacher) and be unable to develop and implement another phase (initial--continuing phase, elementary teacher). The consortium may develop and implement that phase for which it has resources if, at the same time, it establishes links or arrangements with another consortium(s) offering programs which cover phases of preparation it can not provide.

2. Preparation Programs

a. Roles. Since the objective of preparation is to prepare professionals to perform, the basis for preparation programs (content and experience) should be what it is the educator does or ought to do when he is performing his professional role. Role definitions should include consideration of both what is and what ought to be.

b. Competencies. Competencies appropriate to given roles should be described and should include cognitive, affective, and psycho-motor experiences related to the educator's performance on the job in a given role. There is a considerable and growing literature describing competencies for teaching. (For example, the 10 elementary education models funded by the USOE.) The consortium should state the assumptions underlying their choice of those particular competencies specified in a preparation program.

c. Learning Experiences and Contexts. Preparation experiences should be designed in relation to the individual's assets and needs. Components of preparation programs are now too often treated as discrete, unrelated knowledges, skills, attitudes--existing for their own sake apart from individuals. The kind of preparation envisioned requires integration and synthesis of many elements into learning experiences that reinforce the individual's strengths and satisfy his needs.

Appropriate contexts for learning and resources essential to preparation need to be found or created--some on the college campus; others in the community; others in school situations.

d. Individualization. A pervasive idea in these standards is that teacher education should be "individual oriented." That is, that the instructional resources should be provided and arranged in relation to the individual's needs and talents.

The kinds, amount and duration of preparation experiences of each candidate will be an individual determination. The major task of the preparation agencies is to provide personal encounters with teaching-learning situations and provide adequate feedback data to the candidate so that he can make wise decisions concerning his development. Learning is individual; learning to teach is also individual.

e. Evidence of Entry/Exit Levels of Competence. In order to develop learning experiences which are appropriate to the individual, determinations must be made about where the person is in relation to knowledges, skills, and attitudes appropriate to his role in education. Such determinations should be made when he enters the program, on a continuing basis while he is in the program, and when he exits the program. The consortium of agencies has responsibility for identifying the levels of competence and designating or developing indicators it accepts as evidence of acceptable entry and exit levels.

Agencies should be concerned with designation of appropriate indicators. For example, the individual's performance on a written test may be the most appropriate indicator of successful achievement of a knowledge outcome. Whereas, the most appropriate indicator of successful application of that knowledge is to be found in his interaction with clients.

f. Feedback. The most important judge of whether a person has the competencies and qualities to perform in a professional role is the person himself. Preparation programs should be so designed that the individual is provided with accurate feedback concerning his performance. Feedback should be an on-going, constructive process through which the individual (1) becomes aware of his strengths and limitations in performance and (2) is assisted to enhance his strengths, overcome limitations, and develop new competencies not now possessed. If feedback is to serve these purposes, it must occur in dynamic situations with provision for continuous assessment of performance and for non-threatening assistance and support as one plans for continued development and learning.

g. Staff Development. School organization personnel and college faculty may desire to participate in pre-service and in-service preparation of other professionals. The consortium is responsible for indicating the roles and competencies expected of staff development personnel participating in the consortium program and the experiences which will be provided to such personnel to assist them to perform their staff development role. Staff development personnel should strive for the highest levels of knowledge and professional competence.

h. Quality Control. Professional educators will continue to depend upon personal repertoires of knowledge. It should not be necessary to require here a specific amount of academic study or degree(s). The knowledge requirements for teachers in today's schools surely indicate that the initial certificate holder will have that amount of knowledge which will enable him to pursue scholarly study.

The career teacher makes a commitment to scholarship as a function of his role. Providing the career teacher with the power to acquire superior levels of knowledge in a special field should be an important consideration of a quality program for continuous career development.

i. Career-long Preparation. We live in a changing society; teaching roles, performance, and competencies will also change. Therefore, staff development should facilitate professional growth and movement. Persons engaged in the education professions should require high standards of performance of themselves, realize the need for continuing preparation, and be encouraged to assume responsibility for their own development. Programs should provide opportunities for self-renewal and professional development throughout one's career.

D. ROLES OF STATE BOARD OF EDUCATION AND SUPERINTENDENT OF PUBLIC INSTRUCTION

The State Legislature has delegated to the State Board of Education responsibility for establishing standards for professional preparation and identifying the types of certificates to be issued. Any preparation program leading to certification of school professional personnel must be reviewed and approved by the State Board of Education.

In accomplishing its function, the State Board of Education has established these guidelines and standards requiring the consortium to make explicit the processes and procedures (criteria) employed to determine consortium arrangements, identify program objectives and professional competencies, provide appropriate preparation experience, and evaluate program and participant performance.

The State Board of Education will conduct a comprehensive review of programs for approval purposes each three to five years and provide for site visitations, annual reports, and comprehensive evaluations.

The Superintendent of Public Instruction will assist the State Board of Education achieve program review and approval responsibilities. The Superintendent of Public Instruction will maintain records and reports related to certification and endorsement, consortium program arrangement, and program evaluation and progress and will serve as a resource to consortium agencies as they develop and implement programs. The Superintendent of Public Instruction and advisory committees will provide on-going review and evaluation of preparation standards and programs in order that standards and programs be relevant to the professional's roles and the needs of children and youth in the common schools of Washington State.

Any agency or individual believing its(his) rights in relation to preparation and certification as set forth in these standards have been abused, should notify the Superintendent of Public Instruction and/or the State Board of Education.

APPENDIX B [1]

CONSIDERATIONS IN IMPLEMENTATION

A major consideration in implementing the guidelines and standards will be the development of working relationships among the three kinds of agencies forming a consortium. How can three agencies function together in developing and implementing preparation programs? Functioning together will not be easy for:

1. Although each agency approaches the situation with a desire to improve the quality of professional service through better programs of preparation, each agency comes (a) from a context offering different background and experience and giving each a unique perspective of the purpose and function of preparation; (b) with unique access to or control over resources necessary to make any preparation program work; and (c) with unique limitations on the time, energy, and resources it can afford to spend developing and implementing preparation programs.

2. Each agency will insist and must be assured that there will be parity both in the power to influence decisions and in the assumption of responsibility for implementing the decisions.

The guidelines and standards require different kinds of cooperation to satisfy different needs. Since both the development and the implementation of programs is involved, the three agencies will have to function together on at least three levels:

1. Level one (program development only): involves activities leading to the development of programs for specific professional roles or disciplines. Here cooperation is basically informal. The initiative to begin may be taken by any agency, but each of the agencies should be involved as soon as possible to assure parity at this level.

2. Level two (program development and implementation): involves formal adoption of policies that affect both the development and the implementation of programs. Here action must be taken by formal representatives of each agency which will commit the resources of each agency. Representatives must have authority to act within well defined parameters. It is at this level that the unique perspectives, resources, and limitations of each of the agencies must be fully considered and accommodated as the representatives work toward finding the common ground on which policies and procedures can be based.

3. Level three (implementation only): involves the effective management of the resources of each agency in implementing adopted programs. Here clear delineation of responsibility and accountability for specific aspects of the adopted program to each agency is essential.

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[1] Appendix B is not a part of regulations.

When a letter of intent to form a consortium is filed with the Superintendent of Public Instruction, it is assumed that at least one school organization, one college or university, and one professional association have agreed to establish a policy board of representatives to act for their respective agencies in establishing working arrangements, policies and programs that will meet the criteria set forth in Section C of the standards portion of this document. It is likely that there will have been previous contact and cooperation among at least some of the consortium participants in student teaching arrangements, educational staff associate (ESA) interim procedures, or informal planning activities by the three agencies for one or more particular role or discipline categories. This being so, the overview of cooperative functioning by the three agencies might be outlined as follows:

I. Existing patterns of cooperation under the 1961 standards (student teaching, fifth-year advising, etc.)

II. New patterns of cooperation developed informally through activities designed to test the principles of the Fourth Draft, through activities that led to establishing interim procedures for ESA certification, and through informal planning activities that led to the decision to form a consortium.

III. The first formal act of cooperative functioning would be to file a letter of intent with the SPI.

IV. The second formal act would be to establish a policy board for the consortium.

V. After the letter of intent has been filed and a policy board established, cooperative activities at Level one, Level two, and Level three would continue simultaneously as follows:

LEVELS OF COOPERATION

Level One Program Planning Activities	Level Two Policy Board Activities	Level Three Implementation Activities
Basically informal. Initiated by any agency. Governed by policies of the consortium in regard to parity in participation, procedures, basic requirements, etc.	Meets all requirements of 1971 criteria (Sec.3) Establishes policies governing consortium activities. Administers policies and procedures. Delegates responsibilities for implementation of programs to consortium agencies and/or to subcommittees in charge of individual programs.	Follows Matrix for Assignment of Responsibilities as presented below or alternate arrangement agreed to by consortium.

More specific phases of program development will occur within each of these levels of agency cooperation. Implementation problems may be minimized if these several phases in program development are recognized, for each may require different degrees of responsibility and coordination on the part of agencies within the consortium. The following Table outlines possible phases in program development:

TABLE I

ACTIVITIES AND RELATIONSHIPS AMONG CONSORTIUM AGENCIES

Key: I = Initiate
P = Participate
C = Coordinate

Phases of Program Development	Levels of Cooperation	Agency Responsibilities						Activities to be Accomplished
		P. A.	S. O.	C/U	Spec. Grps.	State	Pol. Bd.	
PHASE I-- CONSORTIUM FORMATION	Cooperation is informal. The initiative to begin may be taken by any agency. Each agency to be involved as soon as possible to ensure parity at the outset. If initiative comes from a special interest group, that group should work through its "parent" agency.	I	I	I	I	P		1. Contact all appropriate agencies. 2. File letter of intent with SPI.
PHASE II-- ESTABLISHMENT OF POLICY BOARD	Cooperation is formal. The policy board becomes responsible and accountable for all phases of development.	I	I	I	P			1. Establish a policy board, members of which are designated by their agencies and understand parameters within which they may function for that agency. 2. Procedures for policy board actions and decision-making are stated (voting, consensus, etc.)
PHASE III-- ADOPTION OF POLICIES	Agreed upon procedures are followed; cooperation is formal.	P	P	P	P		C	1. Formulate and adopt policies which will govern consortium and will affect both development and implementation of programs. 2. Designate special interest groups which are to be involved in program development. 3. Ensure that resources are available to begin program development and facilitate program development activities.
PHASE IV-- PROGRAM DEVELOPMENT	Cooperation among those involved in development of program components may be less formal; cooperation among policy board group will remain formal. Consortium agencies will provide as much input as possible into Phase IV activities.	P	P	P	P		C	1. Develop role definitions and competencies from which program components will emerge and prepare rationale. 2. Determine entry level criteria. 3. Make suggestions about and/or design learning experiences and contexts which will assist the candidate to develop competence in an individualized manner. 4. Determine resources needed to accomplish program objectives and ensure they are/will be available.
PHASE V-- STATE BOARD APPROVAL	Formal request from policy board.	P	P	P	P	C	I	SBE and SPI arrange for site visits and program review.
PHASE VI-- PROGRAM IMPLEMENTATION	As programs are implemented, the policy board may assign coordinating responsibility for given components to one of the consortium agencies.	(See examples of possible assignments)					C	1. Operationalize selection criteria. 2. Finalize and operationalize didactic and field program components for preparatory, initial, and/or continuing levels of preparation. 3. Coordinate learning activities. 4. Conduct learning experiences and evaluate candidate progress. 5. Recommend for certification.
PHASE VII-- CERTIFICATION	The policy board may take responsibility or it will assign responsibility to appropriate agency (agencies).	(See examples of possible assignments)				C	I	SPI issues certificates with appropriate endorsements.
PHASE VIII-- PROGRAM EVALUATION	Relationships for purposes of annual evaluations may be less formal. Comprehensive evaluations will be formal with policy board assigning agency responsibility.	P	P	P	P	P	C	Arrange for annual and comprehensive program evaluations.

The several phases of development will, no doubt, overlap. The attempt in the preceding discussion is to indicate the activities which need to be accomplished and to suggest possible arrangement for participation of consortium agencies, the policy board, and the State Board of Education and/or the Superintendent of Public Instruction.

Within this framework the policy board becomes the primary coordinating and decision-making body, having the authority to formulate and adopt policy as well as to assign responsibility and accountability for specific program components to consortium agencies. Examples of assignment of coordinating responsibility follow:

EXAMPLE #1

MATRIX FOR ASSIGNMENT OF RESPONSIBILITIES

	Professional Associations	School Organizations	College or University	State Agency
Patterns for Certification, Program Approval and Granting of Certificate	Cooperating	Cooperating	Cooperating	Coordinating
Programs for Preparatory and Initial Certificates	Cooperating	Cooperating	Coordinating	Cooperating
Placement and Assignment	Cooperating	Coordinating	Cooperating	Cooperating
Programs for Continuing Certificate	Coordinating	Cooperating	Cooperating	Cooperating
Continuation of Professional Preparation	Coordinating	Cooperating	Cooperating	Cooperating

EXAMPLE #2

ASSIGNMENTS OF COORDINATING RESPONSIBILITY IN PROGRAM DEVELOPMENT: PHASES VI, VII, AND VIII

(Assignments to be made by Policy Board)

PHASE VI-- PROGRAM IMPLEMENTATION	Finalize and operationalize Program Components			Coordinate/conduct Learning Experience		Assess Candidate for Certification		
	Prep	Init	Cont	Campus	Field	Prep	Init	Cont
Professional Association	P	P	C	P	P	P	P	P
School Organization	P	P	P	P	C	P	P	P
College/ University	C	C	P	C	P	C	C	P
Policy Board	P	P	P	P	P	P	P	C
State Agency								

PHASE VII-- CERTIFICATION	Recommendation			Issuance		
	Prep	Init	Cont	Prep	Init	Cont
Professional Association	P	P	I			
School Organization	P	P	P			
College/ University	C&I	C&I	P			
Policy Board	P	P	C&I			
State Agency				C	C	C

KEY:
I = Initiate
P = Participate
C = Coordinate

PHASE VIII-- PROGRAM EVALUATION	Annual		Comprehensive	
	arrange	conduct	arrange	conduct
Professional Association	P	C	P	P
School Organization	P	P	P	P
College/ University	P	P	P	C
Policy Board	I&C	P	I&C	P
State Agency				

APPENDIX C [1]

APPLICABILITY OF GUIDELINES AND STANDARDS TO PROFESSIONAL PERSONNEL IN VOCATIONAL EDUCATION, SPECIAL EDUCATION, EARLY CHILDHOOD, AND COMMUNITY COLLEGES

The responsibility for determination of standards of preparation for all elementary and secondary school professional personnel rests with the State Board of Education. The responsibility for issuing all certificates rests with the Superintendent of Public Instruction.

1. Vocational Education

Standards for preparation and certification of vocational education personnel are developed by the Coordinating Council for Occupational Education as a part of the State Plan for Vocational Education. The state plan is subject to the approval of the State Board of Education as said plan relates to teacher preparation and certification.

Vocational education personnel have been involved in development of these guidelines and standards. The Coordinating Council for Occupational Education is currently engaged in a study of standards for preparation of vocational education personnel.

2. Special Education

These guidelines and standards are relevant to preparation and certification of personnel serving in special education programs in the common schools. Personnel working in other agencies which serve the handicapped may also wish to use the guidelines and standards in developing preparation programs.

3. Early Childhood Education

Preparation of teachers for young children may be included under these guidelines and standards. For some years a state advisory committee on the preparation of teachers for young children, ages 3-8, has been concerned with development and improvement of preparation programs.

4. Community Colleges

Standards for preparation and certification of community college professional personnel are determined by the State Board for Community College Education.

As noted in the guidelines and standards, community colleges may participate in programs preparing elementary and secondary professional personnel.

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[1] Appendix C is not a part of regulations.

UNIVERSITY OF WASHINGTON
COLLEGE OF EDUCATION

PROFESSIONAL INNER CITY TEACHER ELEMENTARY EDUCATION PATTERN

Abstract of Program

Focus of Program:

This pattern has been operational since August 1970. It is a cooperative arrangement between the University, the Seattle Alliance of Educators and the Seattle School District. The design is to prepare selected students for preparation as primary or middle grade teachers. Considerable emphasis is placed upon the recruitment of minorities. The concentration of efforts toward the selection of minority students differentiates this program from other field oriented, performance based, training programs in the college. The rationale for the development of this model is: the decentralized Central Region School Council is supportive and willing to cooperate with a program with this emphasis; the College of Education is desirous of having greater representation of ethnic minorities preparing for careers as teachers; this program is consistent with efforts of the University to admit and provide educational opportunities to minority group members; recognition that there is a noticeable shortage of qualified minority group teachers available for public school employment.

Program Format:

Elementary School interns are assigned to specific schools, selected cooperatively for three consecutive quarters. They spend at least eighteen hours of the school week in classroom situations providing supportive help to the classroom teacher. During this internship, each intern learns the effective teaching techniques demonstrated by the classroom teacher. The clinical professor provides the necessary reinforcement needed by the intern to understand the teaching strategies demonstrated.

Each intern receives fifty-seven quarter credit hours in professional course work related to the teaching of inner city children. The professional course content includes: Learning and Evaluation, 8 credits; Ethnic Education, 9 credits; Teaching Strategies, 18 credits; and Practicum, 22 credits. The interns are expected to demonstrate a workable knowledge of the teaching strategies needed to become effective teachers of inner city children.

The entire pattern is being developed on a modular, continuous progress, behavioral base (see sample module attached).

Participation in Program:

Thirteen interns are presently assigned to two elementary schools with different organizational patterns. Coordination of the total project is the responsibility of the project director. Collaboration with the building principal, field associates, clinical professors and interns provides the information necessary for the coordination of field and theoretical experiences; including periodic evaluation of the intern-acquired teaching competencies.

Intern Admission Requirements:

1. Currently enrolled in study at the University in a degree program.
2. Completion of all major and distribution requirements necessary for completion of degree.
3. A commitment to teaching in inner city schools.
4. A 2.5 cummulative grade point average desired.
5. Previous involvement in inner city activities.
6. A willingness to follow the three quarter sequence for three consecutive academic quarters.
7. A commitment to follow the public school calender for field experiences.
8. Approved for admission by program director and field personnel.

Special Features of Program:

1. Temporary certification at end of second quarter sequence.
2. Extensive collaboration between field associates and University personnel.
3. Emphasis on minority recruitment.
4. Flexibility on entrance into program.
5. Provides course work essential for meeting the baccalaureate degree, and requirements for the Washington State Provisional Teaching Certificate.
6. Required courses on a pass-fail basis.

Modular Approach
Mathematics Education
in the Elementary Schools
For
Elementary Teachers (K-6)

Mathematics

Education 375

University of Washington
College of Education

by

William A. Hurd
Asst. Professor of Education

1.0 MATHEMATICS EDUCATION 375

1.1 Prospectus for Module

This module is designed for prospective elementary teachers (grades K-6). Emphasis is placed on an examination of the learning and teaching of elementary mathematics in light of recent theoretical and pedagogical developments.

It is believed that the classroom is the heart and soul of a good school. Good schools require good teachers who possess the combination of sound scholarship and inspiring skill. Good teachers know the subject they teach believe in their educational value and are continually striving for greater skill in teaching.

The activities in this module are designed to give you (the trainee) an opportunity to develop a visceral understanding and/or non-verbal awareness of the why of the enabling elements under consideration.

1.2 Terminal Objectives

1. The trainee will be able to identify, in writing, the basic mathematical concepts he will need in the elementary school. He will be able to verbalize them and provide suggestions how to teach these concepts.

2. The trainee will demonstrate in writing his ability to categorize goals of elementary school mathematics by domains (cognitive and affective).

3. The trainee will demonstrate in writing his command of the subject to an appropriately mature degree.

4. The trainee will be able to demonstrate the ability to teach the meaning of numbers, the number facts and processes, and the use of number processes in solving problems in everyday life.

5. The trainee will develop an alertness to the need for developing certai mathematical concepts essential to the full understanding and mastery of our system of notation.

6. The trainee will be able to write and/or verbalize some ways of meeting individual differences in instruction in elementary mathematics.

1.3 Enabling Elements

1. Goals and Behavioral Objectives

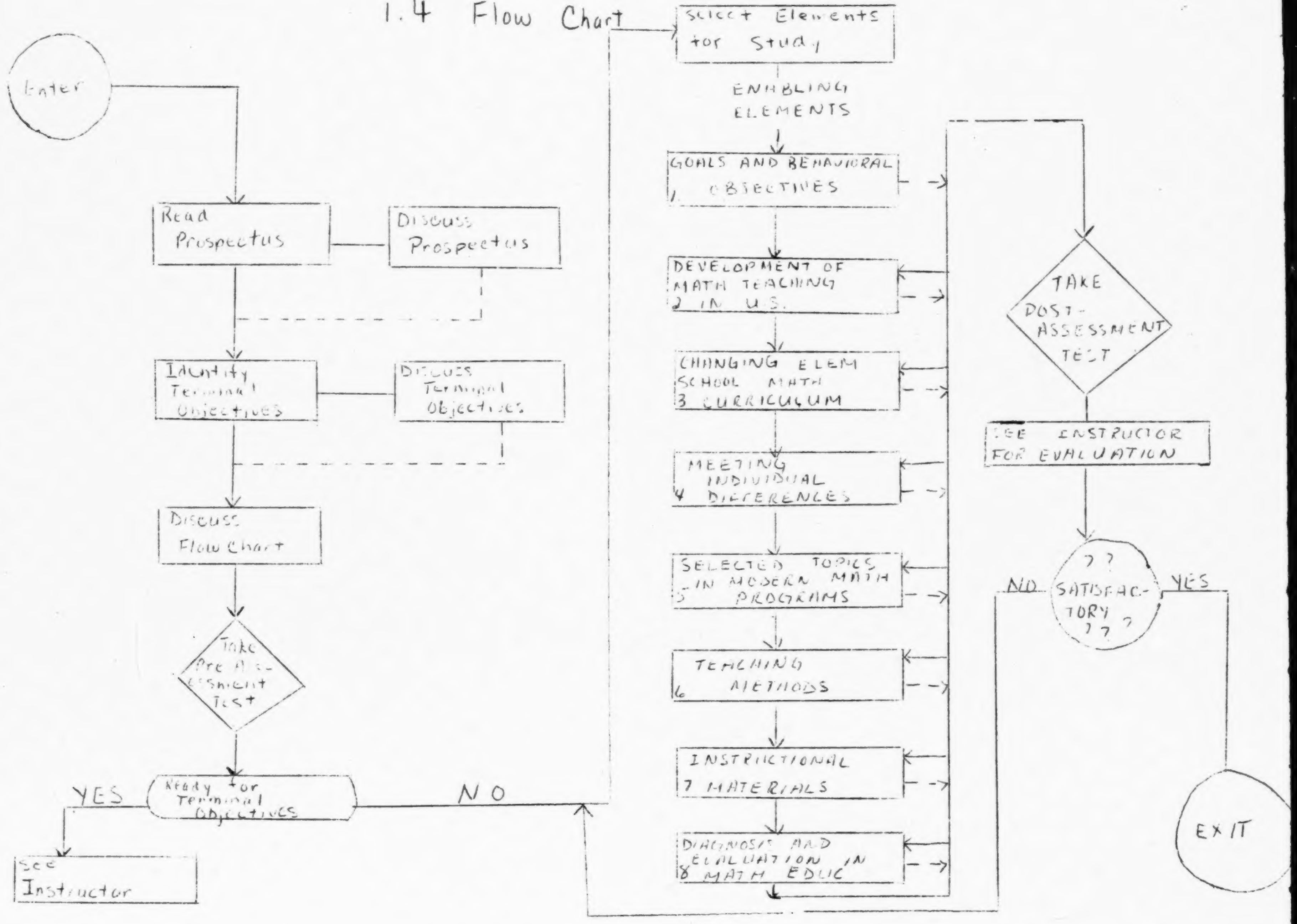
2. The Development of Mathematics Teaching in the United States

3. The Changing Elementary School Mathematics Curriculum

Enabling Elements (cont.)

4. Meeting Individual Differences
5. Selected Topics in Modern Mathematics Programs
6. Teaching Methods
7. Instructional Materials
8. Diagnosis and Evaluation in Mathematics Education

1.4 Flow Chart


Enter
Read Prospectus
Discuss Prospectus
Identify Terminal Objectives
Discuss Terminal Objectives
Discuss Flow Chart
Take Pre Assessment Test
Ready for Terminal Objectives
YES
See Instructor
NO
Select Elements for Study
ENABLING ELEMENTS
1 GOALS AND BEHAVIORAL OBJECTIVES
DEVELOPMENT OF MATH TEACHING 2 IN U.S.
CHANGING ELEM SCHOOL MATH 3 CURRICULUM
MEETING INDIVIDUAL 4 DIFFERENCES
SELECTED TOPICS 5 IN MODERN MATH PROGRAMS
TEACHING 6 METHODS
INSTRUCTIONAL 7 MATERIALS
DIAGNOSIS AND EVALUATION IN 8 MATH EDUC
TAKE POST-ASSESSMENT TEST
SEE INSTRUCTOR FOR EVALUATION
?? SATISFACTORY ???
NO
YES
EXIT

2.0 PRE-ASSESSMENT FOR MODULE

2.1 Pre-Assessment Test

Directions:

1. If you are sure that the content of this module is new to you, do not take this pre-test. Turn to the next page and begin Enabling Element 1.

2. If you think you have mastery of this material, work this pre-test.

2.0 PRE-ASSESSMENT FOR THE MODULE

The following pre-assessment test provides you with a guide for selecting the enabling element(s) you need to study in order to establish competencies required in the module.

2.1 Pre-assessment Test

For each of the following criteria-referenced questions, check the appropriate box.

1. Can you list the three taxonomic domains by Mager?

   ☐ Yes ☐ No ☐ Uncertain

2. Can you write criteria-referenced objectives for the teaching of elementary school mathematics?

   ☐ Yes ☐ No ☐ Uncertain

3. Can you state the objectives for mathematics instruction in the elementary grades as outlined by the Cambridge Conference on School Mathematics?

   ☐ Yes ☐ No ☐ Uncertain

4. Can you enumerate and explain different aims of arithmetic instruction which have been dominant in the past?

   ☐ Yes ☐ No ☐ Uncertain

5. Can you describe the driving force that was behind the enactment of this country's first education laws?

   ☐ Yes ☐ No ☐ Uncertain

6. Can you name and describe four contemporary elementary school mathematics projects that were designed to improve mathematics programs in the schools?

   ☐ Yes ☐ No ☐ Uncertain

If you checked "Yes" for all six questions, please confer with the instructor.

If you responded "No" or "Uncertain" to some of the questions, the instructor will assist you in working through these elements.

3.0 ENABLING ELEMENT 1: Goals and Behavioral Objectives

3.1 Prospectus for Enabling Element 1

In previous Education courses, you have probably had experience in classifying goals into cognitive and affective domains, and, within these domains, into the general categories specified by Bloom, Krathwohl and others. The problems of stating objectives in behavioral terms has been discussed specifically by Mager, Popham and others. Applying these skills of classifying and writing objectives for mathematics instruction specifically is our focus in this element.

3.2 Enabling Objectives

Given an appropriate opportunity, the trainee will be able to:

1. Demonstrate the ability to categorize goals of elementary school mathematics by domain (cognitive and affective).

2. Identify objectives written in behavioral terms.

3. Identify objectives which are implicit in mathematics instruction observed.

3.3 Pre-Assessment Test for Enabling Element 1

1. Please list the three taxonomic domains:

   a.______________________________

   b.______________________________

   c.______________________________

2. In the space provided, please identify the following words as (O) open to interpretations - non-behavioral or (C) closed to many interpretations - behavioral.

   a.______write
   b.______know
   c.______recite
   d.______solve
   e.______understand
   f.______believe
   g.______compare
   h.______appreciate
   i.______identify
   j.______to group

3. In the space provided, please mark the following objectives as (B) behavioral or (N) non-behavioral.

   a.______The students will learn the addition facts.

   b.______Given the dimensions, the students will be able to compute the area of a square, triangle and circle.

   c.______The students will learn to ski.

   d.______The students will be able to throw a football at least 21 feet.

Enabling Activities

1. Content Guide

    a. Read the prospectus to this module. Refer to 1.1

    b. Read Preparing Instructional Objectives by Mager.

    c. Read Mathematics: Strategies of Teaching by Buffie.

    d. Read "Writing Instructional Objectives" by Thorwald Esbensen in the Jan. 1967 issue of Phi Delta Kappan, pp. 246-247.

    e. Read Appendix A, Riedesel, Guiding Discovery in Elementary School Mathematics

2. Discussion

    a. Attend a peer interaction session devoted to issues relating to behavioral objectives as a result of your readings.

    b. Classify and identify behavioral objectives using the list following these activities. Discuss the results with your peers.

3.4A

Goals for Mathematics Education

Following is a list of goals for mathematics education. On the diagram which follows the list, write the numeral corresponding to the objective in the cell of the matrix you think most appropriate. Be prepared to justify your classification. Try to decide whether the goals might have originated with (1) the child, (2) the teacher or other professional personnel or (3) other adults such as parent, community or national leaders.

1. The child should know how to add correctly.
2. The child would be able to use the long division algorism.
3. The child should enjoy mathematics.
4. The child should succeed at mathematics.
5. The study of mathematics is good.
6. The child should know the vocabulary of mathematics: Addend, Commutativity, Distributive Property, Factor, Prime, Product, Sum, etc.
7. The child must learn to subtract correctly.
8. The child should recognize the symbols +, -, x, ÷
9. The child should be able to check and verify the correctness of answers without recourse to the teacher.
10. The child should be able to identify and name various geometric configurations.
11. The child should be able to use various measuring instruments such as rulers, scales, clocks, etc.
12. The child should be able to choose from several methods a most efficient one for solving a particular problem.
13. The child should understand the structure of a place-value system of numeration.
14. Topics taught should be mathematically sound.

	Mathematical Content	Thought Processes	Personal-Social
Child			
Teacher or Professional Personnel			
Parent or other Adults			

Place an X in front of those objectives which are not written in behavioral terms:

The student will be able to

______understand place value.

______select and read a three-digit numeral.

______enjoy paper folding.

______learn non-metric geometric terms.

______find the missing addend.

______find quotients by partitioning sets into subsets that have the same number of members.

______tell in what ways a rectangle, square, triangle and circle are alike and different.

______locate the midpoint of a line segment.

______measure line segments to the nearest inch.

______find products when both factors are named by 2-place numerals.

Rewrite any of the above statements to make them more concise:

Post-assessment Test for Enabling Element 1

Describe in writing five goals of mathematics instruction as revealed in your readings.

1.

2.

3.

4.

5.

2. State briefly how you feel about writing behavioral objectives in the teaching of mathematics.

After you complete this test, submit it to the instructor for evaluation and further directions. Then proceed to Enabling Element 2.

4.0 ENABLING ELEMENT 2: The Development of Mathematics Teaching in the United States

4.1 Prospectus for Enabling Element 2

The study of the development of mathematics teaching in the United States provides a valuable perspective for study of the teaching of mathematics.

4.2 Enabling Objectives

1. The trainee will discuss in a peer interaction group session his understanding of the Massachusetts Education Act of 1647.
2. The trainee will identify in writing the most popular textbooks in elementary mathematics during the 17th, 18th and 19th centuries.
3. The trainee will be able to lead a discussion group in analyzing the outstanding results of early research studies which influenced the development of elementary school mathematics.

4.3 Pre-assessment Test for Enabling Element 2

The following questions are useful for clarifying ideas and in calling attention to the trainee's need for additional information.

For each of the following questions, circle the appropriate letter:

1. In which of these ways is the current emphasis on the "new mathematics" in elementary schools similar to the emphasis on reading and writing in the Massachusetts Education Act of 1647?

   A. The basis for both is a belief that each will give the learner great intellectual power.

   B. The emphasis in both cases stems from what appeared to be a specific weakness in the society of the time.

   C. Commercial interests were responsible for the emphasis in each case.

   D. None of these.

2. Which of these identifies an important contribution to elementary school mathematics instruction made by Colburn?

   A. The emphasis on mathematical competence.

   B. The notion that mathematics study is good training in mental discipline.

   C. An inductive approach to the learning of mathematics.

3. About when did the use of spiral arrangement of content of elementary school mathematics become an established practice?

   A. 1790 - 1810

   B. 1830 - 1850

   C. 1920 - 1940

   D. None of these.

4. Which of these is the better statement of the contribution of Sputnik I to the revolution in elementary school mathematics teaching?

   A. It focused attention on the need for a better school mathematics instruction.

   B. It resulted in the first studies which revealed some of the deficiencies in the old program.

   C. It created wide public interest in the need for improved mathematics instruction.

Your instructor will check the responses circled on the pre-test. Make an

4.4

Enabling Activities

1. Read: Chapter 1, pp 2-9, Herbert F. Spitzer, Teaching Elementary School Mathematics, 1967 ed.

2. Read: "A Backward Glance", pp. 4-7, Banks, Learning and Teaching Arithmetic, Second Ed. (1964).

3. Read: J. Fred Weaver's article, "Improvement Projects Related to Elementary School Mathematics", Arithmetic Teacher, Vol. 7 (Oct. 1960) pp. 311-315.

4. Read: Chapter 2, pp. 14-25, Klaas Kramer, The Teaching of Elementary School Mathematics (1966).

5. Participate in a peer interaction group meeting and discuss: (1) the rationale for the importance given to mathematics in the elementary schools of the nineteenth century; (2) your personal feelings about the validity of this enabling element in helping you teach elementary school mathematics in today's schools (pro or con).

4.5

Post-assessment Test for Enabling Element 2

1. What was the driving force behind the enactment of this country's first education laws? Explain. What was the status of mathematics as a subject?

2. List the most popular textbooks in elementary mathematics during the 17th, 18th and 19th centuries.

3. List some significant changes in mathematics education that contributed to the new movement "scientific study of education".

5.0 ENABLING ELEMENT 3: The Changing Elementary School Mathematics Curriculum

5.1 Prospectus for Enabling Element 3

Each generation of pupils and teachers has experienced changes in the content of school courses and in the approaches used to teach those courses. The present generation is no different and some of the greatest changes are occuring in the mathematics curriculum.

Changes have taken place and are taking place in the methods of teaching mathematics, in the content offered and in the ways of dealing with individual differences.

5.2 Enabling Objectives

1. The trainee will be able to describe the change in teaching procedures.
2. The trainee will be able to articulate in writing and/or verbally the development of the contemporary elementary school mathematics curriculum through analyzing some of the new programs introduced in the elementary school curriculum.

5.3 Pre-assessment Test for Enabling Element 3

1. List and explain three approaches to teaching mathematics that were not used during the 17th and 18th centuries.

   1.

   2.

   3.

2. Name at least three factors that interact to create curricular change.

   1.

   2.

   3.

If you find it difficult to answer both questions above satisfactorily, check with the instructor for further advice.

If your answers to the above questions do not meet specifications, work through the enabling activities following this pre-assessment test.

5.4 Enabling Activities

1. Read Riedesel's analysis of the changing elementary school mathematics curriculum, chapter 1, pp 1-22.

2. Read Kramer's discussion on "The Search for Improved Programs", Chapter 3, pp. 28-41.

3. Read Van Engen's article "Twentieth Century Mathematics for the Elementary School", The Arithmetic Teacher, March, 1959, pp. 71-76.

4. Read Robert L. Swain's "Modern Mathematics and School Arithmetic", Instruction in Arithmetic, Twenty-fifth Yearbook of the National Council of Teachers of Mathematics (Washington, D.C.: The Council, 1960) pp. 270-295.

5.5 Post-Assessment Test for Enabling Element 3

After reading Swain's chapter, list the ideas which Swain suggests as being important to modern mathematics in the elementary school.

6.0 ENABLING ELEMENT 4: Meeting Individual Differences

6.1 Prospectus for Enabling Element 4

One of the main problems of the teacher of mathematics in the elementary school is to select and devise methods and techniques that will assist each pupil to make reasonable progress.

6.2 Enabling Objectives

1. The trainee will develop a repertoire of findings of research concerning individual differences to enable him to select the proper techniques that provide for such differences.

2. The trainee will be able to identify the varied assessment procedures used to learn the specific needs of each child in a class.

6.3 Pre-assessment Test for Enabling Element 4

( ) CHECK YOUR CHOICE

1. Does good instruction produce greater variation in class achievement than poor instruction?

   (1) Yes

   (2) No

2. About when did teachers first become concerned with adjusting instruction to the varying abilities of the pupils within a class?

   (1) Soon after study of mathematics became a part of the elementary school curriculum.

   (2) Soon after the introduction of psychological and achievement tests.

   (3) Soon after the introduction of the new mathematics.

3. It is said that almost all educators believe in some form of grouping. Is this true?

   (1) Yes

   (2) No

4. Is the ungraded classroom type of organization a form of ability grouping?

   (1) Yes

   (2) No

6.4 Enabling Activities

1. Read Chapter 20, pp. 392-402, The Teaching of Elementary School Mathematics by Klaas Kramer.

2. Read Chapter 15, pp. 330-348, Teaching Elementary School Mathematics by Herbert F. Spitzer.

3. Read Chapter 16, pp. 403-417, Guiding Children to Mathematical Discovery, by Leonard M. Kennedy.

4. Read the following articles and be prepared to discuss your findings in a peer interaction group session:

   Flournoy, Frances, "Meeting Individual Differences in Arithmetic", The Arithmetic Teacher, VII, No. 2 (February, 1960), pp. 80-86.

   Lerch, Harold H., "Intra-Class Grouping for Arithmetic: Critique and Criteria", The Arithmetic Teacher, VIII, No. 8 (Dec., 1961), pp. 404-407.

6.5 Post-assessment Test for Enabling Element 4

1. From the articles listed below, choose one and write a report on the content of the article. Be prepared to discuss your findings in a class setting. Indicate whether you agree or disagree with the viewpoint of the author.

   (a) Clark, J.R., "A Promising Approach to Provision for Individual Difference in Arithmetic." Journal of Education, December, 1953, pp. 94-96.

   (b) Flournoy, F., "Meeting Individual Differences in Arithmetic." The Arithmetic Teacher, February, 1960, pp. 80-86.

   (c) Hillman, G.D., "Horizontally, Vertically and Deeper Work for the Fast-Moving Class". The Arithmetic Teacher, February, 1958, pp. 34-37.

   (d) Ivie, C., L. Gunn and I. Holladay, "Grouping in Arithmetic in the Normal Classroom". The Arithmetic Teacher, November, 1957, pp. 219-221.

2. Read: Paschal, Billy L., "Teaching the Culturally Disadvantaged Child", The Arithmetic Teacher, Vol. 13, No. 5 (May, 1966), pp. 369-374. Answer the following question:

   What suggestions does Paschal make for teaching culturally disadvantaged children mathematics?

7.0 ENABLING ELEMENT 5: Selected Topics in Modern Mathematics Programs

7.1 Prospectus for Enabling Element 5

The past two decades have been described as periods of revolution in school mathematics. The curriculum changes brought about by this revolution were evident first at the secondary level, but are now apparent from kindergarten through the high school. At the elementary level, the changes have been of two kinds: new topics have been introduced, frequently from geometry and from elementary number theory; and familiar topics - the whole numbers, fractional numbers, problem solving - have been treated in greater depth than was formerly the case.*

The elementary mathematics teacher must have a depth of understanding of his subject that will both give him self-confidence and provide a frame of reference that will enable him to see relationships and significance beyond the immediate concern.

Both the content and organization of this module reflect the belief that maximum value cannot accrue from studying methods of teaching mathematics unless the student has command of the subject to an appropriately mature degree.

7.2 Enabling Objectives

This enabling element is designed to serve as a review for those trainees who have recently completed a course in mathematics.

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*The National Council of Teachers of Mathematics; Topics in Mathematics; Washington, D.C. (29th Yearbook) the Council, 1964, iii.

7.3 Pre-assessment Test for Enabling Element 5

SEE YOUR INSTRUCTOR FOR THE PRE-TEST

The items listed on the pre-test represent a summary of the selected topics taught in modern mathematics programs (K-6).

7.4 Enabling Activities

Note to the trainee:

If you have successfully completed the pretest for this element, go on to the post-test. Check with the instructor for a copy of the post-test.

However, if your score on the pre-test was low or below average, complete the following enabling activities.

Content:

1. Read Booklet No. 1: Sets, The National Council of Teachers of Mathematics. *Topics in Mathematics: Twenty-Ninth Yearbook*, 1964, pp. 1-41.

2. The following textbooks will provide you with information needed to understand the mathematical concepts:

    a. Wheeler, Rurice E., *Modern Mathematics an Elementary Approach*, Chapters 2, 3, 4, 5 and 6.

    b. Kramer, Klaas, *The Teaching of Elementary School Mathematics*, Chapters 4, 5, 6 and 7.

    c. Select your own test for a clarification of any mathematical concept you need to review.

7.5 Post-assessment Test for Enabling Element 5

See instructor for post-assessment test.

8.0 ENABLING ELEMENT 6: Teaching Methods

8.1 Prospectus for Enabling Element 6

One of the most challenging problems facing an elementary school teacher lies in organizing his or her knowledge in an area into form where it can be taught. Knowing an area such as mathematics and being ready to teach it are obviously two different matters. Mathematics is a special language that a child learns by observing his environment and participating in a variety of directed experiences involving number. As the child receives proper instruction and matures, he develops an understanding of basic number concepts and mathematical relations. However, the formation of this understanding is a gradual process which can be fostered but not forced.

The teaching methods element is a brief description of several approaches that may be used to teach children the basic number concepts.

8.2 Enabling Objectives

The element is designed to provide a connection between learning the subject matter and learning how to teach it.

1. The trainee will be able to demonstrate how he will use his mathematical knowledge later as a teacher by writing an illustrative lesson on a selected topic of his choice to be presented to the class.

2. Given an appropriate opportunity, the trainee will develop a repertoire of teaching strategies for concept development.

3. The trainee will examine Buffie's discussion of Mathematics: Strategies of Teaching (1968), Chapter 2, pp. 14-43, to identify suggested techniques of instruction.

4. The trainee will be able to identify the events that precede instruction, the instructional situation and that which follows instruction.

5. The trainee will be able to list and explain the three stages of development in children as stated by Copeland.

8.3 Pre-assessment Test for Enabling Element 6

Pre-assessment procedures consist of a pencil-and-paper test designed to stimulate interest in the new topics and terminology, methods of teaching these new topics that are appearing in elementary school math programs.

"FUN QUIZ"

(Circle the letter or letters that make each statement true.)

1. The statement that 2 + 2 = 4 is
   a. always true
   b. true in the U.S. only
   c. true under some conditions
   d. an axiom

2. Addition, subtraction, multiplication and division are methods of performing what operation?
   a. arithmetic
   b. homework
   c. computations
   d. regrouping

3. Which of the following forms is correct for the indicated multiplication?

a. $\begin{array}{r} 24 \\ \underline{\times\ 3} \\ 60 \\ \underline{12} \\ 72 \end{array}$ b. $\begin{array}{r} 24 \\ \underline{\times\ 3} \\ 12 \\ \underline{60} \\ 72 \end{array}$ c. $\begin{array}{r} 24 \\ \underline{\times\ 3} \\ 72 \end{array}$ d. $24 \times 3 = 72$

4. What is an algorism?
   a. a palace in Granada
   b. an Arabian mathematician
   c. a form for computation
   d. a branch of modern algebra

5. A numeral is
   a. a small number
   b. a symbol that stands for a number
   c. the name of a number
   d. a word that represents a number

6. The relation of the product of a multiplication to the factors multiplied is described as:
   a. unrelated
   b. equal to
   c. greater than
   d. less than

8.3 (cont.)

7. In the decimal system, things are collected
   a. by addition
   b. into sets of tens
   c. for charitable purposes
   d. through withholding

8. A null set is
   a. something sweet to the ear
   b. nothing
   c. the set of all nulls
   d. an empty set

9. In what kind of arithmetic could the following statement be true?
   11 + 4 = 3
   a. arithmetic with a duodecimal base
   b. the binary system
   c. modular arithmetic
   d. none; the statement is nonsense

10. The associative law is illustrated by which of the following?
   a. $3 + (2+1) = (3+2)+1$
   b. $a \times b = b \times a$
   c. $n\ (a+b) = an+bn$
   d. birds of a feather flock together

8.4

Enabling Activities

1. Read Dr. Lola J. May's article, "How to Teach the 'New' Mathematics in Kindergarten," Grade Teacher, October 1964, p. 42.

2. Read and be prepared to verbalize with other students the concepts of "Instructional Tasks" and"Modes and Materials of Instruction" by Holmes. (Emma E. Holmes, Mathematics Instruction for Children, 1968, pp 5-11).

3. Read Buffie's Mathematics: Strategies of Teaching, Chapter 2, pp. 14-43.

4. Read Richard W. Copeland's chapter on "First Experiences with Number", Chapter 4, pp. 57-85, How Children Learn Mathematics, 1970.

8.5

Post-assessment Test for Enabling Element 6

1. Prepare a demonstration lesson on a selected topic of your choice in elementary mathematics.

2. What stages does Piaget distinguish in the development of a concept?

3. List the events that precede instruction.

4. List the events of the instructional situation.

5. List the events that follow instruction.

Be prepared to discuss your findings in a peer interaction discussion.

9.0 ENABLING ELEMENT 7: Instructional Materials

9.1 Prospectus for Enabling Element 7

This element contains suggestions for various instructional tools that are useful and necessary to the teaching of elementary school mathematics.

9.2 Enabling Objectives

The trainee will be able to select and use those instructional materials that will make a maximum contribution to the teaching process.

9.3 Pre-assessment Test for Enabling Element 7

Since the objective is exploratory, no pre-assessment test is applicable.

Enabling Activities

1. Read C. Alan Riedesel's discussion on "The Role of the Textbook", Chapter 16, Guiding Discovery in Elementary School Mathematics 1967 or

2. Read a summary of Riedesel's discussion on "The Textbook in Klaas Kramer's book: Problems in the Teaching of Elementary School Mathematics, 1970, pp. 291-295.

3. Read the following articles in Problems in the Teaching of Elementary School Mathematics by Klaas Kramer, 1970:

    a. "Suggested Instructional Materials" by Clarence Ethel Hardgrove and Ben A. Sueltz, pp. 295-297.

    b. "The Cuisenaire Rods" by Clara Davison, pp. 298-302.

    c. "Multi-Base Arithmetic" by Z. P. Dines, pp. 303-308.

4. Read "The Mathematics Laboratory - An Individualized Approach to Learning" Chapter 14, pp. 264-292. How Children Learn Mathematics by Richard W. Copeland, 1970.

General References on materials:

Dale, E.A., Audio-Visual Method of Teaching (New-York! Holt, Rinehart and Winston, 1954).

Johnson, Donovan A., "How to Use Your Bulletin Board", How To Do It Series, No. 1 (Washington, D.C.:National Council of Teachers of Mathematics, 1955).

Kennedy, Leonard M., Models for Mathematics in the Elementary School (Wadsworth Publishing Co., Inc.). (Games) pp. 9, 14, 40-41, 63-65 and 180.

9.5 Post-assessment Test for Enabling Element 7

Select a set of concrete materials designed to teach a mathematical concept and prepare a lesson plan to teach the concept to member of the class.

RENTON - UNIVERSITY OF WASHINGTON

Teacher Intern Program

1.10 HISTORY

The Renton-University of Washington Teacher Intern Program has been in existence since the fall of 1968 when it was initiated as the Renton Work-Study Program. At its inception it was modeled after some of the proposals outlined in the Statement of Standards for Preparation of School Professional Personnel Leading to Certification, commonly called the Fourth Draft.

During the past two years the program has continued to develop with changes being made in the time sequence and the addition of performance tasks.

1.20 COOPERATING AGENCIES

There are three agencies involved in the development and implementation of the Intern Program. They are the University of Washington through its College of Education, the Renton School District through its Department of Instruction, and the Renton Education Association through its Teacher Education and Professional Standards Committee (TEPS).

1.30 COMPARATIVE PROGRAMS

The Intern Program is one of several cooperative teacher education programs presently underway at the University of Washington. In addition to its relationship with Renton, the University of Washington has cooperative programs with Northshore, Shoreline, and the Seattle School District.

Nationally, the University of Colorado and the University of Maryland are among those institutions of higher learning which have joined with public schools in teacher preparation programs and the establishment of teacher education centers within the public school setting. Several model programs for training elementary school teachers have been funded by the Department of Health, Education and Welfare, Office of Education.

The Renton-University of Washington Teacher Intern Program represents a synthesis of many of the successful aspects found in all of the above mentioned programs as well as many others.

1.40 RATIONALE FOR INTERN PROGRAM

1.4. There should be a cooperative approach in the preparation of teachers, Public schools, institutions of higher learning, and professional associations should combine the efforts of their personnel and the utilization of their facilities toward the common goal of preparing effective teachers.

1.42 Teacher preparation programs should provide diagnostic evaluation and counseling to allow a well reasoned decision by candidates as to whether they wish to enter the teaching profession.

1.43 Students of teaching should be provided an opportunity to relate educational theory to practice by concurrently being exposed to university-based personnel and resources and to field-centered experiences in public schools with teachers as models.

1.44 The preparation of teachers should be based on attaining competency in the performance of teaching skills and on the manifestation of personal and professional characteristics that research and experience have shown to be criteria for effective teachers.

1.45 The preparation experiences of students of teaching should be personalized and flexible to encourage self-direction and decision-making, and to provide for individual differences.

1.46 Experiences for students of teaching should be systematically designed to provide for preassessment, a logical sequence, appropriate practice, and alternate learning activities and resources.

1.47 No one point of view regarding teacher education has been demonstrated to be most effective. Therefore, the Renton-University of Washington Teacher Intern Program model will be an open system with a built-in intention to change, to generate ideas and try them, and to constantly involve all participants in the change process.

1.48 The education of teachers must be a continuous process with continued changes in teaching behavior. Since the key to changes in behavior may be the teacher's self-perception, preparation programs should emphasize self-analysis and self-assessment of teaching behavior and the awareness of alternative behaviors.

1.49 A teacher education program should include an emphasis on at least five primary areas or domains with learning systems within the five areas in order to develop what is generally termed an "effective teacher". These areas are (1) the personal and professional growth of the teacher; (2) a knowledge of pupil characteristics and the learning process; (3) the interactive or instructional process; (4) the structure of knowledge and expertise in chosen curriculum areas; (5) a knowledge of the educational environment.

1.50 GENERAL PERFORMANCE OBJECTIVES

1.51 Interns will develop and demonstrate (a) a positive self-concept in relation to the environment in which they will be expected to work, (b) skills in interpersonal relations, and (c) skill in self-direction and decision making.

1.52 Interns will acquire and demonstrate knowledge of important physical, psychological, social, and emotional characteristics of pupils at various stages of growth and development.

1.53 Interns will acquire and demonstrate their knowledge of the important aspects (determinants) of learning and learning processes.

1.54 Interns will acquire and demonstrate knowledge of the concepts and structure basic to the curriculum area they have chosen to teach.

1.55 Interns will acquire and demonstrate skills in the instruction of pupils as evidenced by identifying objectives, diagnosing, prescribing, selecting, planning, organizing and using strategies, reinforcing, and evaluating.

1.56 Interns will acquire and demonstrate instructional skills that will result in (2) individualized instruction, (b) growth in creativity in pupils, and (c) effective use of group processes.

1.57 Interns will develop and demonstrate their own unique teaching style which incorporates those characteristics and skills considered through criticism of experience and research to be desirable for all teachers.

1.58 Interns will develop and demonstrate (a) skill in self-assessment and analysis of teaching behavior and (b) will demonstrate that they can adopt alternate teaching behaviors.

1.59 Interns will acquire and demonstrate knowledge of the organization, procedures, personnel, facilities, and community relationships of selected Renton schools.

Interns will demonstrate a positive attitude toward the importance of being an educator in the broad sense by choosing to be involved in planning, implementing, evaluating, and disseminating educational programs within the educational system.

1.60 EXPLANATION OF SYSTEM DESIGN

1.61 Areas or Domains

As mentioned in the rationale there are five primary area or domains in the model that the Intern Program utilizes. These are:

1. The Teacher
2. The Pupil and the Learning Process
3. The Instructional Process or Interaction
4. The Structure of Knowledge and the Curriculum Area
5. The Educational Environment

1.62 Systems Within Each Domain

The Teacher

1. Personal Characteristics and Growth
2. Professional Characteristics and Growth

The Pupil and the Learning Process

1. Pupil Characteristics
2. Learning Determinants
3. Learning Process

The Structure of Knowledge and the Structure of Curriculum Areas

1. Structure of Knowledge
2. Structure and Concepts Basic to Science
3. Structure and Concepts Basic to Mathematics, etc.

The Instructional Process or Interaction

1. Instructional Objectives
2. Diagnosis or Preassessment
3. Instructional Logistics
4. Instructional Methods and Modes
5. Instructional Resources
6. Instructional Evaluation
7. The Instructional Sequence
8. Analysis and Evaluation of Instruction

The Educational Environment

1. Community
2. District
3. Building
4. Classroom

1.63 System Components

Within each domain may be one or several systems designed to develop competency. For example, the Teacher domain is comprised of the personal growth system and the professional growth system. Each system contains the following components:

1. Audience
2. Rationale
3. Prerequisite
4. Preassessment
5. Performance Tasks
6. Learning Activities
7. Learning Resources
8. Evaluation
9. Feedback

Audience

This component describes the learner for which the system is designed. In most cases the learner will be an intern but the system may also be applicable to a certified teacher as part of inservice or a continuous education program.

Rationale

The component explains the reason for the inclusion of the system into the teacher education program. Unless the learner perceives the system as having importance to him, he is less likely to attend to it and to value it as being important for him to accomplish.

Prerequisite

This component states the enabling tasks or requirements that must be met before entering the system.

Preassessment

Where possible the intern should be given an opportunity to assess his competency prior to beginning the performance tasks within the system. Based on the diagnosis he may (1) by-pass the entire system, (2) perform only selected performance tasks, (3) perform optional tasks with the system.

Performance Tasks

This component lists those tasks which the University, the District, the REA, and the intern deem to be imperative for teacher certification based upon what research and experience have shown. Both minimal tasks and optional tasks will be included in the learning system. The optional tasks will encourage maximum performance and allow for individual interests and differences.

Learning Activities

This component lists those experiences by which the intern can accomplish the performance tasks. Learning packages are but one example.

Learning Resources

This component lists media, materials, and people which the intern may utilize to accomplish the performance tasks.

Evaluation

Evaluation may be self-evaluation, evaluation by a peer, or evaluation by a field associate, field coordinator, University professor, or other designated persons. Built into the learning system should be provision for self-evaluation or peer evaluation prior to the final evaluation. It is acknowledged that some performance tasks will be evaluated by pencil and paper tests. However, the emphasis and the ideal is to move toward the evaluation of teacher performance on the basis of performance with pupils in an instructional situation.

Feedback

The component provides the means by which the learner, final evaluator, or others can provide input for re-design of the learning system.

1.70 EXPLANATION OF PROGRAM PHASES

The Intern Program consists of three phases; Orientation, Extensive Phase, and Intensive Phase.

1.71 Orientation Phase

First year Interns report to Renton in September for a full month and on a full day basis for orientation to the program, the community, the district, and to the building to which they have been assigned.

1.72 Extensive Phase

The extensive phase begins winter quarter of the junior year and continues for three quarters concluding at the end of the fall quarter of the senior year. This is an exploratory phase during which they may be thought of as "assisting teachers".

During this extensive phase Interns are under the direct supervision of Renton teachers and progressively and systematically move through performance tasks designed to develop their knowledge and skill. During the three quarters they may be assigned to several grade levels to determine which level they wish to teach. They may be assigned to different buildings to widen their experiences. Seminars are held to instruct them in teaching skills.

For these three quarters and the winter quarter of their senior year Interns are combining theory with practice by spending one-half day on campus and one-half day in Renton.

During the extensive phase Interns make two crucial decisions. At the end of their junior year after two quarters in the program, they decide whether to continue in the program and toward the goal of becoming a teacher. Should they continue, they must make a second decision at the end of the extensive phase -- toward what curriculum area and/or what grade level they wish to intensify their preparation and experience. Upon satisfactory completion of the extensive experience, that is, beginning winter quarter of their senior year, the state grants each Intern a temporary teaching certificate.

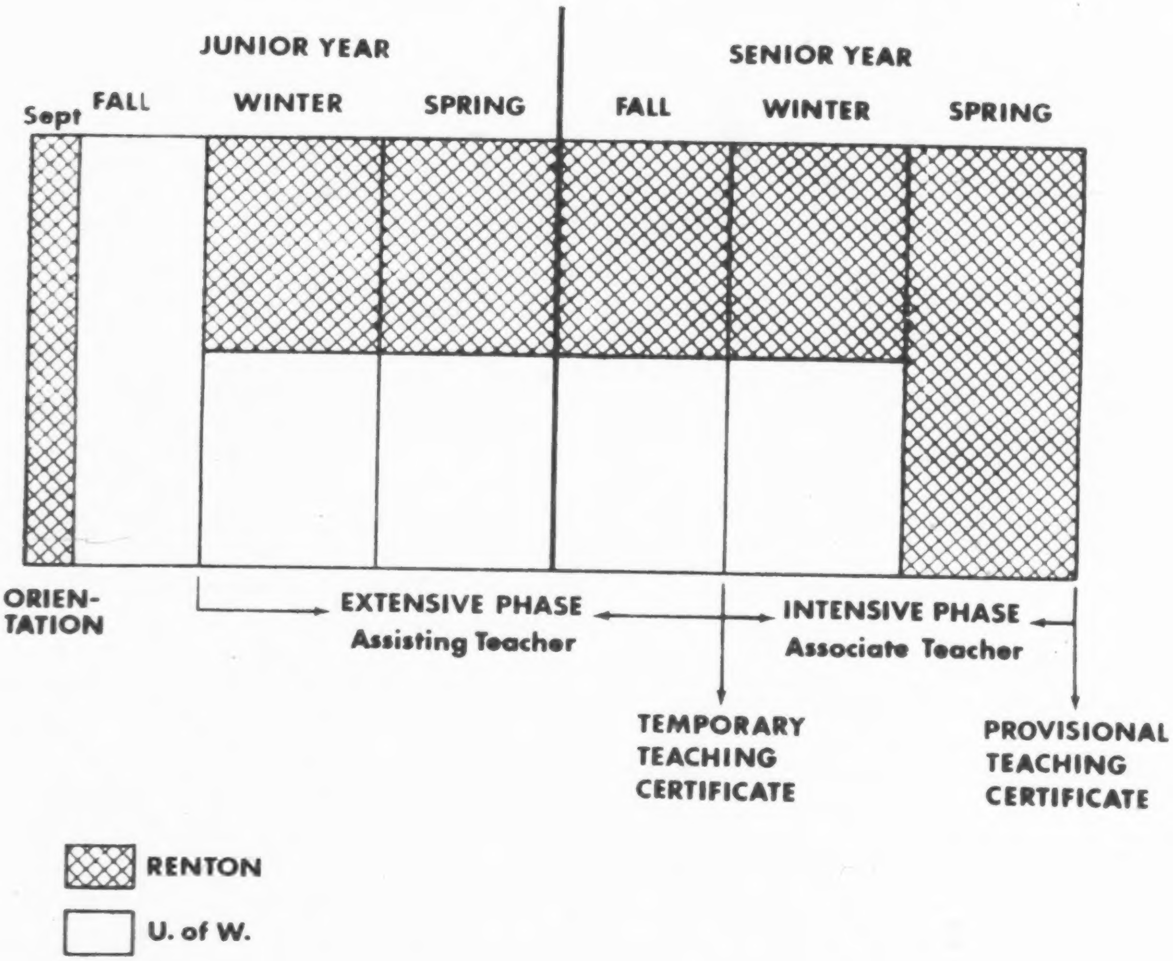
Intensive Phase

Beginning the winter quarter of the senior year the Interns move into the intensive phase. Their temporary teaching certificate allows them to function with the full legal responsibilities of a teacher and without direct supervision. During this phase they may be thought of as "associate teachers". They continue to complete performace tasks within the learning systems of the five domains.

During the last quarter of the Intern's senior year, he is in Renton the full day rather than one-half day. At the completion of the intern experience each Intern is granted a provisional teaching certificate.

TEACHER INTERN PROGRAM

Distribution of Time and Phases


JUNIOR YEAR
SENIOR YEAR
Sept
FALL
WINTER
SPRING
FALL
WINTER
SPRING
ORIEN-TATION
EXTENSIVE PHASE
Assisting Teacher
INTENSIVE PHASE
Associate Teacher
TEMPORARY TEACHING CERTIFICATE
PROVISIONAL TEACHING CERTIFICATE
RENTON
U. of W.

NOTE: Shaded and clear areas indicate that Interns spend one half day in Renton and one half day on campus during four quarters. Interns may decide each quarter whether the time spent in Renton will be in the morning or in the afternoon.

Appendix IV A

UNIVERSITY OF WASHINGTON
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Professional Teacher Education Program
N.E. Complex (Seattle School District),
Shoreline School District,
Northshore School District
Elementary Level, Clinic Based

Abstract of Program

PART A

Focus of Program:

TEPFO Elementary Level is distinguished by four important features: (1) its clincial nature, (2) its emphasis upon performance based behavior, (3) its goal of a strong peer relationship among all who assume responsibility for the preparation of teacher interns, and (4) its involvement of participants over a sufficiently long period of time to be effective.

The primary feature which differentiates this program from the more traditional arrangement of having a "student teacher" in the classroom for one quarter under the supervision of the classroom teacher, is that the "intern" spends three quarters in the process of becoming professional about teaching-learning processes and strategies under the guidance of clinical professors, field associates, and field coordinators. Clinical professors from campus and cooperating teachers in the classrooms (field associates) work together (in classrooms and in a weekly seminar) to consider the problems of a partnership in teacher education. The intent is to immerse interns in teaching practices early, providing informational and conceptual input through the on-campus clinic and practicum experience in the classrooms.

To avoid needless redundancy among certain aspects of methods courses, the on-campus clinic is organized around the themes of objectives, learner characteristics, development of criterion measures, prescription of learning experiences, and evaluation. Another important aspect of the on-campus clinic is the use of self-instructional packets by interns which allows for varying rates of progression.

Program Format:

Interns participate over three consecutive quarters. Students are involved the first quarter in Science, Mathematics, and Social Studies in the clinic in the morning and in the field practicum in the afternoon. Second quarter students pursue Language Arts, Reading and Art in the clinic in the afternoon and are in the schools in the morning. During the third quarter, all interns are in the schools full time temporarily certificated, under the direct supervision of cooperating teachers and field coordinators. Clinical professors do not maintain direct contact during the third quarter.

Special Features:

1. Emphasis upon behavioral objectives.
2. Temporary teacher certification granted to qualified interns at end of this second quarter.
3. In-service seminar for field associates, emphasizing collaboration between field associates and clinical professors.
4. Expanding role of field associates.
5. Emphasis upon analysis of teaching-learning processes.

PREFACE TO TEPFO CLINIC MATERIALS

PART B

The materials assembled under the clinic subject areas (Science, Reading, etc.) are only samples of the materials used in the clinic. Many of the materials included are now being revised. Therefore, the contents of this section should not be construed by the reader as being complete or final.

RATIONALE

David Hawkins' observation that "all of us must cross the line between ignorance and insight many times before we truly understand," summarizes the rationale for the development of clinic materials. If one looks carefully at the new elementary curricula, he will see not only new goals to be achieved and new concepts to be taught, but an emphasis on methods of instruction that elevates inquiry to a level of importance in the classroom comparable with its role in the universal development of knowledge.

Just as children should have the opportunity to observe, measure, test ideas again and again in a variety of contexts, ask questions, explain, predict, discuss, fail, and succeed, beginning teachers should have similar experiences which, to a great extent, enable them to exercise control over their own intellectual and practical experience fulfillment. If not always successful through their own efforts, beginning teachers should be questioned in such a way as to suggest relationships not previously recognized or call their attention to unnoticed events.

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Social Studies - TEPFO
Global Objectives

Program Objectives

The student teacher adequately understands the major social science concepts and generalizations such that he can communicate to the public what social studies is and effectively plan in this area of the curriculum.

The student teacher has a basic understanding of social studies' place in the school curriculum and how it can meet society's needs.

The student can effectively relate his philosophy of education to the realm of social studies. Such relating will be evident in the way that he structures social studies educational experiences.

The student understands the school as an educational system and can assume the role of innovator within such a system as it relates to the social studies. The role of innovator can be interpreted to be on a continuum of involvement from minor curricular revision to total curricular or institutional change.

Attitudinal Objectives

The student realizes the importance of being an educator in the broad sense of being involved in planning, implementing, evaluating, distributing educational programs within the educational system.

The student has a positive attitude toward the American educational system. He has faith that the system is capable of adjusting to the changing demands of the world society.

The student teacher has an excitement for learning, for being the student, for dealing with ideas.

The student teacher has the daring to challenge poor educational practice in the system when he perceives it. Also he is willing to devote the time to assisting the school to correct poor educational practice.

Note to Students Regarding Social Studies Program

Numerous points come to mind when thinking about this experimental program. This is an attempt to provide experiences to enable you to become an effective social studies teacher. In TEPFO you will be actively involved in the analysis of various social studies materials and projects and provided numerous opportunities for teaching.

You as students, the teachers in the field, and the University professors will confront much that is new, untested. This being the first year of this program will involve much building as we progress. This on-going development and adjustment calls for all concerned to exhibit flexibility. Without such an attitude, one may experience undue frustration or engage in searches for definite answers where none presently exist.

Since this is an experimental program, all students engaged in the social studies segment should keep a log of their experiences. This log should focus on perceptions regarding general education and specific perceptions regarding social studies curriculum and instruction. Information so recorded will assist you in your various seminar discussions.

Hopefully, this TEPFO experience will provide all concerned with a deeper understanding of teaching in general and social studies education in particular.

I. Discussion of Perceptions (Seminar) Week I

   A. Perception of methods

   B. Perceptions of teacher's role

   C. Perceptions of materials used, facilities employed

   D. The teaching act -- a dynamic triad
      1. Meeting with interns

II. Introduction to Social Studies (Seminar) Week I

   A. The nature of social studies
      1. Social studies in today's school
      2. Challenges
      3. Current trends -- implications
      4. Role of social studies

   B. The nature of this experimental program
      1. The stress on doing, on individual and small group work
      2. Review of seminar dealing with teaching as communication
         a. Inductive-deductive teaching strategies -- place of the question
         b. New uses of materials
         c. New uses of facilities, activities

III. Planning for Social Studies Learning (Seminar and clinic field) Week II, III

   A. Steps in planning
      1. Analysis -- and formulating objectives
      2. Content selection and organization
      3. Experience selection and organization (incorporating instructional strategies)
      4. Evaluation

   B. Planning lessons (clinic and field)
      1. Curriculum dimension
      2. Instructional dimension -- stress on questions

   C. Teaching lessons (clinic micro-teaching; field teaching)
      1. Inductive
      2. Deductive
      3. Introduction to micro teaching

IV. Social Studies Project and Materials Analysis (clinic, field)
Week IV +

A. Materials, project analysis
    1. Individual and small group analysis in field (individual classrooms) and clinic
    2. Stress on content, activities, strategies (conceptual schema) environment

B. Planning to teach lessons from various projects, materials
    1. Curriculum planning
    2. Instructional planning
        a. Development of criterion measures
        b. Development and use of observational schedules

C. Discussion of various projects (seminar)
    1. Discussion of
        a. skills
        b. contents
        c. processes
        d. conceptual schema
        e. use of various types of materials, A-V, maps, globes
    2. Critiquing plans in relation to various projects (clinic, field)
    3. Observing various projects in action (field)

V. Social Studies teaching (clinic, field) Week V, VI, VII, VIII

A. Micro-teaching (clinic)

B. Teaching in the field
    1. Stress on various social sciences--orchestration
    2. Critiquing lessons
    3. Stress on the utilization of various strategies
        a. Stressing the use of questions
        b. Stressing pupil involvement
    4. Means of evaluation, feedback, self-analysis
        a. Evaluation of pupils
        b. Evaluation planning ang teaching
        c. Evaluation of materials, facilities

C. Discussion of teaching experiences
    1. Review of curricula used
    2. Review of strategies used
    3. Perceptions--comparison of perceptions at beginning of program with perceptions at end of program

VI. Summary session (seminar) Week IX, X

A. Discussion of the total program

B. Assessing students' current state of experties--outlining tasks for the second quarter

Sample Assignment

Various Interpretations of Teaching Related to Social Studies Education

Introduction

This package is to facilitate your inquiry into the various interpretations of teaching and relate these interpretations to social studies education. Hopefully it will cause you to consider teaching as something other than the telling of information or the directing of children to read.

The main objective of this packet is that after completion of this packet you will be able to discuss the various major views of teaching and will be able to suggest situations with the social studies dimension in which you would utilize one of the various types of teaching. Success will be determined by the accuracy of interpretation of the various teaching strategies as identified by authorities in education, social studies education in particular. The goodness of fit between a particular strategy suggested by the intern for a particular learning situation would also serve as a criterion of success. At this stage in the program no demonstrated behavior, other than verbal, is required to indicate understanding.

Begin Here:

Write the first definition that comes to mind when thinking of teaching.

Write the first definition that comes to mind when thinking of teaching social studies.

Compare the two definitions. How do they differ? How are they the same? Explain in one or two sentences why the differences or similarities or both exist.

Read four articles in books of reading dealing with the act of teaching social studies. Record the definitions (explicit or implicit) given by the authors and compare them to yours.

If you are satisfied with your definitions in light of your reading, then outline how you would develop a plan to teach a particular social studies fact.

If you are not satisfied, read a few more articles (at least 3) on teaching.

Objective: You can effectively plan a lesson segment to teach a social studies fact. Effectiveness is determined as to the appropriateness of current strategies and activities to the specific objective of teaching a social studies fact. Now outline how you would develop a plan to teach a particular social studies fact.

Submit your outline to the clinical professor for reaction.

Objective: You will be able to identify via discussion the differences between the terms inductive, deductive, inquiry, and discovery. The effectiveness of the identification will be judged regarding how close your definition agrees with recognized authorities in the field. Further you will be able to list three strategies of each type in this packet. Also you will be able to explain, in one paragraph ,what is meant by process learning. This will be judged also according to the various statements of educational authorities.

Assignment: Read in various texts (or articles) and from such reading explain inductive teaching, deductive teaching, inquiry and discovery in social studies education. The amount of reading is determined by you--your self need.

Compare: Your explanations with a student colleague.

Identify: At least three inductive teaching strategies and at least three deductive teaching strategies.

Inductive	Deductive
1. _______________	1. ____________________
2. _______________	2. ____________________
3. _______________	3. ____________________

Discuss: The meaning of process learning in relation to social studies. Consider the handout on four aspects of instruction; process goals.

Check with your clinical professor on your explanation of process learning.

Conclusion

Objective: You will realize the various implications these new strategies have on materials, facilities, and student activities. This realization will be identified in written discussion as well as with oral discussion with the clinical professor.

Assignment: Read about new social studies materials. Read section in Jarolimek text dealing with materials, chapter 4, pp. 104-124.

or

Read two aritles dealing with this topic.

Write a summary of your findings.

or

Discuss your findings with a class colleague.

List the new materials and facilities being employed in the field school where you are observing.

Discuss this topic with the field teacher and record the general conclusions of this discussion.

If you feel the need, discuss this topic with the clinical professor. You may wish to record your general understanding of the topic of teaching social studies.

Suggested References and Materials

Jarolimek, John. Social Studies in Elementary Education. Third Edition
New York: Macmillan Co., 1967.

Kaltsounis, Theodore. Teaching Social Studies in the Elementary School.
West Nyack, N. Y.: Parker Publishing Co., 1969.

Ronald, T. Hyman. Ways of Teaching. Philadelphis: J. B. Lippincott Co., 1970.

Periodicals:

Social Education
Journal of Geography
Elementary School Journal
The Social Studies
Educational Leadership

Note: There are numerous books and journals in the field. You may select those which you feel most beneficial. However, you will have to be knowledgeable of the Jarolimek text.

UNIVERSITY OF WASHINGTON
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Mathematics Education - TEPFO

Students enrolled in TEPFO will examine the role of mathematics in the educational program of elementary schools and develop competencies associated with teaching children mathematics. They will be involved in a specific program in a particular school district as it functions in a given classroom, but they will be expected to relate what happens in that classroom to the total school program and mathematics education generally.

Focus will be on how children learn mathematics. At first students will observe behaviors of children in response to mathematics in their environments, accumulate anecdotal records of mathematical behaviors, and make case studies of individual children's mathematical behaviors. By modifying stimuli and learning environments students will then study changes in responses to mathematical situations.

After working with children in tutorial situations, students will work with small groups of children on specified objectives. Finally, the student in training will assume responsibility for orchestrating the mathematics activities in the entire classroom with children working individually, in small groups, or as a single group.

At all times attention will be focused on goals of instruction in mathematics. Awareness of general goals is a necessary but not sufficient condition for excellence in teaching. Each teaching effort is directed toward a specific anticipated mathematical outcome, but the "direction" is not necessarily in a "teacher-telling" mode. Evaluation of responses and outcomes will stimulate the teacher--and the pupil, hopefully--to modify objectives in an instructional--or learning--sequence. Diagnostic procedures are an important part of the dynamic process of teaching and guiding children's progression from concept to concept.

Effective teaching requires detailed planning of instructional periods with children: (1) analysis of previous performances and observation of the child's mode of operation in the mathematics learning environment; (2) formulation of appropriate objectives, both cognitive and affective, and alternatives; (3) selection or construction of learning resources and manipulative aids, models, or concrete materials; (4) selection of a strategy and formulation of key questions, statements, and directions for activities consistent with the goals and selected strategy; (5) criteria for changing strategy and planning for the alternate strategy; (6) preparation of an evaluative instrument, whether a test or a check list.

Planning a lesson, even for a single individual, may require considerable data gathering and the postulation of many hypotheses to be tested in the process of teaching. The student will find many resources both in the school and on the campus from which to glean ideas. Identifying and using these resources is an important behavior on the part of the student. An objective of the program is to acquaint students with a variety of resources and to assist him in developing criteria for decision-making. In planning a lesson the student demonstrates many of the behaviors required of a teacher, important actions which are often not observed or which, when observed, are not fully comprehended by the layman or naive beginner. Students will be expected to write lesson plans as evidence of advanced consideration of hypotheses and alternatives and exploration of resources.

Teaching may be thought of as a dynamic process of decision-making and redirection of behaviors through human interaction. The professional teacher uses feedback from students to continuously clarify, to redirect, to stimulate with a question that requires the child to reconsider, analyze, synthesize what he already knows and to evaluate his own product. Communications in mathematics teaching must meet criteria of precision and clarity but must also be appropriate for the receivers in other ways. In other words, the teacher of mathematics must know mathematics and be able to communicate with children in the language and symbols of the subject. Teachers will demonstrate competence in this component for a broad range of subject matter because in any age group one will encounter children of many stages of development. At every level the curriculum will include geometry and rational numbers as well as whole numbers.

Management skills and techniques are demonstrated in the classroom in terms of organization of both materials and activities. Important skills of psychological control will be demonstrated in the management component also. Record keeping is essential in evaluation of progress, but this does not mean that every exercise done by the child must be evaluated and recorded by the teacher. Students are encouraged to observe the management techniques of several teachers and design some unique ways for themselves in mathematics.

Learning mathematics is the goal, broadly stated, but what is mathematics? What mathematics can this child learn? What behaviors will be evidence that he has learned the mathematics prescribed for him? If these questions have been thought through in planning stages and objectives have been specified behaviorally, then assessment of pupil achievement is merely an exercise, not a chore. Competency in this component of evaluation will be demonstrated repeatedly, whether it is a "drill and practice" lesson, a "concept development" lesson, or a "problem-solving" lesson. It will be easy to state trivial goals in behavioral terms; the real challenge will be in formulating goals involving higher mental processes and providing the setting in which children can demonstrate their powers to move from the concrete to the abstract without losing meaning; to apply familiar ideas in a new situation; to find meanings in a problem by analyzing a situation and to express relationships in mathematical sentences; to synthesize several notions and emerge with a new generalization; to choose from among several alternative solutions to a problem a most efficient method.

Perhaps you will even decide to research a question for which there is not an easy answer. Bravo! There are many questions in mathematics education which do not have a single answer. Sometimes you must try several alternatives before you can find a way that produces the results you hope for with a particular child. Do not let him fail for want of help you can give.

By repeated evaluation of your teaching you may find out why you are not communicating effectively with a child. If you need help in evaluating a lesson, arrangements may be made for an observer or for audio or video-taping so that you can see yourself in action. Conferences with observers, pursuit of new resources, and modification of your own behaviors may be needed. Then, teach the lesson again to another child or another group and evaluate your progress. For purposes of self-evaluation you may wish to construct your own personal check-list.

In order that you may follow your own progress of perception and conceptualization of the teaching process in mathematics education it is suggested that you keep a "log" in which you record each day some observation or personal concern you have about mathematics education. This may also become a record of the sequence of your objectives in mathematics teaching and the modification of your objectives, in terms of your own behaviors. In order to evaluate your teaching and diagnose yourself you must establish some realistic goals within a framework of your knowledge and personal philosophy. Your philosophy of mathematics education will reflect your values and help you to establish criteria for evaluation of your work. Do not hesitate to seek help when you need it by reading, by discussing issues with other students and staff, by consulting faculty or field coordinators.

Finally, by years end, your log of events and thoughts will be an interesting source for mutual assessment of your progress and a very personal record of your professional career development in this one segment of teaching.

All activities in the mathematics sector of TEPFO intended to help students teach children mathematics effectively -- and joyously. When children "fail", the teacher has failed. The team of helpers in TEPFO and the concentrated resources available to you are assembled to help you and the children succeed in mathematics teaching and learning.

UNIVERSITY OF WASHINGTON
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TEPFO: MATHEMATICS EDUCATION, 1971

INTRODUCTION TO STUDY GUIDES

"Mathematics Education in TEPFO," which was distributed previously, is an introductory statement designed to orient interns and associate teachers to the general goals of clinic and field activities. You and your associate teacher will want to read that statement carefully, now and from time to time in the future. Feel free to discuss the clinic-field activities with your clinical professor.

Six study guides for mathematics education have been prepared for your guidance in field and related clinical activities. The pattern suggested was designed to lead the intern in a step-by-step progression toward minimal competencies in mathematics education expected of an entrant teacher. Your interest may take you far beyond this level by the end of the school year.

Study guides and related activities and issues for the area will be discussed in the clinic in the sequence indicated for the first six mathematics sessions, one a week. Interns are required to check out on each of the first five guides and sixteen objectives by the end of the quarter. The sixth guide is for interns who have special concerns and curiosity about the foundations of certain issues in mathematics education.

Note that interns were asked in the general orientation statement to keep a log of daily observations. This daily chronological entry need not be elaborate; a line a day may be adequate. Objective statements about what you have observed, ambiguities and questions which occur to you, specific ideas worthy of further pursuit, philosophic considerations, or notes on productive activities, techniques or strategies will serve to picture your progress during the quarter. Avoid vague generalities or evaluative comments, but try to record questions or specific concerns of importance to you at the time. At different times your focus will be on children's reactions to a learning environment, on specific concrete learning materials, on interactions, on differing interpretations of purposes or objectives, on pupil evaluation and parent conferences, or other aspects of the situation in which you are working. Be analytical and constructively critical. Reflect your changing self-image as a teacher of mathematics in the elementary school.

Checklist of Completion Dates

Objective & Related Activities	Clinic	Field
1.	*	
2.	*	
3.		**
4.		** Plan 1. Plan 2.
5.		** Selection Test Interview Plans
6.		** Selection Interview Interview Plans
7.		** Plan 1 Plan 2
8.	*	
9.		**
10.	*	
11.	*	
12.	*	
13.		**
14.		**
15.		** Observation
16.	*	

OUTLINE OF OBJECTIVES, ACTIVITIES AND ASSIGNMENTS

Following is a list of sixteen global objectives which constitute the suggested focus of clinical and field activities for the quarter in mathematics. Implementing activities designated by a single asterisk (*) will be clinic-based; those designated by a double asterisk (**) are assignments to be carried out in the school with the cooperation of your field associate.

This outline is merely an indication of minimal expectancies so that you may see the scope of activities in which you'll be engaged and can pace your clinic and field experiences to fit your personal needs and those of the school situation in which you are working. There may be times when it is more appropriate for you to work on one objective in the field than another because of the situation, although the six major areas will be taken up in sequence in the clinic. You may wish to consult both clinical professor and field associate concerning your particular sequence.

Area I GOALS AND BEHAVIORAL OBJECTIVES

The intern will

1 categorize goals of elementary school mathematics by domains (cognitive and affective), and as they relate to mathematical content, thought process, or personal-social objectives by

(*) classifying stated objectives or goals

2 identify objectives written in behavioral terms and formulate objectives in terms of anticipated pupil behaviors by

(*) selecting and writing behavioral objectives for mathematics instruction

3 identify objectives which are implicit in mathematics instruction observed by the intern by

(**) observing a mathematics lesson and recording what appear to be the objectives in terms of children's behaviors. This list should then be checked with the teacher observed to find out if he or she had additional objectives.

4 write a sequence of objectives related to a specific area of mathematical content by

(*) formulating objectives in behavioral terms as part of planning for a lesson then for a unit or sequence of lessons.

Area II DIAGNOSIS AND EVALUATION IN MATHEMATICS EDUCATION

The intern will

5 write a paper and pencil test or prepare a check-list for assessing whether a child has attained an objective which appears to be appropriate for him or to diagnose the child's learning difficulties in mathematics; and then, follow through with an appropriate plan of action by

(**) selecting, with the cooperation of the associate teacher, three children who may be considered representative of a given grade level in mathematics; testing or interviewing these children to assess their levels of attainment and identifying concepts they do not understand or cannot apply; and planning a sequence of tutorial sessions to bring each child to mastery of an appropriate objective.

6 record and interpret data on exceptional children, identify levels of achievement and specify areas of needed teaching or reteaching, exploration or enrichment by

(**) selecting, with the help of the associate teacher, two children, one in need of remediation in mathematics and the other an able learner in need of enrichment or acceleration in mathematics; identifying their areas of mastery and formulating hypotheses about profitable objectives; guiding these children to higher levels of achievement.

7 plan, teach, and evaluate lessons in mathematics by

(**) formulating objectives, selecting strategies and materials, carrying out plans or modifying them in progress, evaluating pupil attainment, and evaluating the lesson by listing both strengths and weaknesses in the plan. This may first be done with the lessons carried out in conjunction with objectives (5) and (6), later with larger group instruction.

Area III MATHEMATICAL SUBJECT MATTER

The intern will

8 identify mathematical concepts in the elementary school curriculum which he has not yet mastered and exhibit mastery of these concepts by

(*) taking a diagnostic test in mathematics and identifying areas of weakness, working on these concepts, and demonstrating mastery by the end of the quarter.

Area IV INSTRUCTIONAL MATERIALS IN MATHEMATICS

The intern will

9 construct and use a learning aid in mathematics by

(**) selecting an objective, examining the mathematical structure of the concept involved, making an appropriate model or learning aid, and using it in a teaching situation to effect learning of the concept.

10 indicate familiarity with the school district's basic elementary mathematics program by

(*) charting the scope and sequence of topics in grades K through 6 as indicated by the content of the basic textbook series used in the district and comparing this with the program or textbook series used in a neighboring school district.

11 prepare a file of notes on commercially available learning aids, the purposes they are designed to serve, and how they may be used by

(*) examining a variety of materials in the clinic and in the school, using them with children or with peers, and evaluating their usefulness for different purposes.

12 become acquainted with the professional associations for teachers of mathematics and with publications primarily concerned with instruction in mathematics by

(*) summarizing three articles about elementary school mathematics from The Arithmetic Teacher or other professional publichations.

13 plan and use an enrichment activity by

(**) preparing and using a worksheet, game, or special activity as mathematics enrichment in the field classroom.

Area V TEACHING STRATEGIES

The intern will

14 develop a repertoire of teaching strategies for concept development, guided discovery, exposition, drill and practice; and he will develop criteria for selection of a strategy for a given situation, considering objectives, characteristics of the population of children, mathematical content, or other influencing factors by

(**) planning and teaching lessons as indicated in objective 7, but with special attention to strategies of instruction and viable alternatives for a given set of objectives, pupil-teacher interaction, techniques of analysis or teaching, and criteria for evaluation of teaching. Each lesson plan should include a statement of the rationale for selection of a given strategy and a critique of the outcome. The intern will identify different strategies and practice these to a point of satisfactory self-evaluation.

15 plan, administer, and evaluate a sequence of mathematics lessons for the entire class by

(**) writing lesson plans for an entire class for a unit of work, modifying lessons from day to day on the basis of feedback from pupil performance, providing for individual differences within the class, and evaluating pupil progress. These lessons should be evaluated by the intern and the associate teacher or other observer from the University of school district.

Area VI WAYS OF THINKING ABOUT THE LEARNING OF MATHEMATICS

The intern will

16 synthesize differing points of view and related research on a basic issue in mathematics by

(*) reporting the results of selected readings and applying findings in a teaching situation.

Area II

DIAGNOSIS AND EVALUATION IN MATHEMATICS EDUCATION

Individual Study Guide

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SCIENCE - TEPFO

Introduction

EDC&I 370 Science in the Elementary School is the only course in science teaching methods and elementary science curricula that pre-service elementary teachers receive in the College of Education. Students are required to take one 5 unit laboratory science course as a prerequisite to EDC&I 370. Since the science preparation of these prospective elementary teachers is minimal, the program in EDC&I must therefore, be comprehensive both in curriculum knowledge and instructional skills. Because the load in our Pilot Program will be great, responsibility for the program will have to be shared among interns, cooperating teachers in the field, and the teaching clinic.

Personnel Responsibilities

The following list of clinic and field activities represents one possible assignment of tasks and responsibilities.

Interns

Clinic	Field
1.0 Performance in instructional settings designed to facilitate a study of the nature of science. Topics may include the following: 1.1 Historical development of scientific knowledge. 1.2 How information is obtained in science. 1.3 Tentative nature of scientific knowledge. 1.4 Formulating models. 1.5 Terminology relative to scientific inquiry. (Instructional settings for 1.0 above may take the form of readings, laboratory activities, lecture-discussions, small group discussion, invited speakers, etc.)	1.1.0 A constant monitoring of one's own classroom behavior to identify performances consistent with or inconsistent with the nature of scientific inquiry. 1.2.0 Identify possible alternative teaching approaches when behavior is inconsistent with the nature of scientific inquiry. 1.3.0 Practice alternatives
2.0 Performance in instructional settings designed to facilitate the development of inquiry skills. Skills may include the following: 2.1 Prelab 2.11 problem identification 2.111 questioning 2.12 demonstration 2.13 giving instructions	2.1.0 Practice behavior related to pre-lab, lab, and post-labs in context of established curriculum (currently used in the school or class) and through lessons from experimental elementary science curricula. 2.2.0 Monitor own behavior 2.3.0 Identify own strengths and weaknesse 2.4.0 In subsequent lessons maximize strengths and remediate weaknesses

Intern cont'd

Clinic

- 2.2 Laboratory
  - 2.21 questioning
  - 2.22 responding to questions
  - 2.23 cueing
- 2.3 Post lab discussion
  - 2.31 data reduction & interpretation
    - 2.311 graphing
    - 2.312 questioning
    - 2.313 responding to questions
    - 2.314 initiating student-student interaction

3.0 Performance in instructional settings designed to develop general skills. Skills may include the following:

- 3.1 Reinforcement
- 3.2 Use of silence
- 3.3 Observation of student behavior
- 3.4 Developing vocabulary
- 3.5 Assessing entering behavior

(Instructional settings for 2.0 and 3.0 above may take the form of micro-teaching, modeling /using both written and videotape models/, using classroom observation instruments, etc.)

Field

- 3.1.0 Practice behavior related to pre-lab, lab, and post-lab in context of established curriculum and through use of experimental elementary science curricula.
- 3.2.0 Monitor own behavior
- 3.3.0 Identify own strengths and weaknesses
- 3.4.0 In subsequent lessons maximize strengths and remediate weaknesses

Cooperating Teacher

None

1.0 Supervise the intern teacher

- 1.1 Establish good working rapport with intern
- 1.2 Monitor intern behavior
- 1.3 Provide feedback
- 1.4 Aid in lesson selection and planning
- 1.5 Provide information on pupils
- 1.6 Suggest alternative approaches to instruction
- 1.7 Provide guidance in identifying instructional approaches for individual pupils
- 1.8 Provide instructional materials for pupil use

2.0 Evaluate intern performances

3.0 Provide feedback to district field coordinator

Clinical Professor

Clinic

- 1.0 Provide instructional settings described for interns in clinic
  - 1.1 Provide formal instruction
  - 1.2 Write self-instructional material
  - 1.3 Provide videotape models
  - 1.4 Make up reading lists
  - 1.5 Lead discussions
  - 1.6 Plan laboratory activities
  - 1.7 Provide materials for laboratory activities
  - 1.8 Guide micro-teaching
  - 1.9 Monitor and evaluate intern performances
  - 1.10 Develop self-rating instruments for interns
  - 1.11 Invite outside speakers
  - 1.12 Introduce teaching skills
  - 1.13 Provide instructional settings at the request of the cooperating teacher in the field
  - 1.14 Provide instructional settings at the request of the intern

Field

- 1.1.0 Provide clinic information to cooperating teachers
- 1.2.0 Observe interns in the field
- 1.3.0 Supply classroom observation instruments to teachers

Sample Assignment

SCIENCE - TEPFO

Assignment IV

Objective: To assist the intern in identifying teacher and pupil behavior relevant to pre-investigation discussions.

Sequence of Activities

1. Introduction to written description of pre-investigation pupil and teacher behavior
2. Evaluation of items on a three point scale
3. View videotapes of student lessons
    a. Record the behavior observed by placing a check mark in the spaces provided (/ / / / /) below each item.
4. Discuss observations

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Item Evaluation

Directions: Beside each item you will find a series of three columns labeled: 1) consistent with inquiry, 2) neutral, 3) inconsistent with inquiry.

1. Check the category (1, 2, or 3) best describing each item relative to the inquiry approach to teaching.
2. Please rate all items.

Pre-Investigation

	Consistent w/Inquiry	Neutral	Inconsistent with Inquiry
Teacher: Identification of Problem for Investigation			
1. Teacher asks students to state problem to be investigated Explanation: The investigation will be one assigned from the text. / / / / /	1	2	3
2. Teacher asks students to state purpose of investigation Explanation: Students are asked to explain the reason for performing the investigation. / / / / /	1	2	3
3. Teacher asks students to relate investigation to previous work Explanation: The teacher by the nature of this question will probably cue students to the previous work. / / / / /	1	2	3
4. Teacher states problem to be investigated / / / / /	1	2	3
5. Teacher relates investigation to previous work Explanation: The teacher will probably use some cue to identify the familiar material. / / / / /	1	2	3
Teacher: Directions on Conduct of the Investigation			
1. Teacher gives step-by-step directions for performing investigation / / / / /	1	2	3
2. Teacher discusses potential difficulties in lab procedure. / / / / /	1	2	3

	Consistent w/Inquiry	Neutral	Inconsis-tent with Inquiry
3. Teacher explains how to make measurements / / / / /	1	2	3
4. Teacher explains how to work mathematical problrms / / / / /	1	2	3
5. Teacher asks students to prepare a written report of the investigation / / / / /	1	2	3
6. Teacher makes statement about safety precautions / / / / /	1	2	3
Student: Identification of Problem for Investigation			
1. Student restates investigation theme described by teacher Explanation: Student merely reiterates what the teacher has said about the problem or theme of the investigation. / / / / /	1	2	3
2. Student states purpose of the investigation / / / / /	1	2	3
3. Student relates investigation to previous work / / / / /	1	2	3
4. Student states own problem for investigation / / / / /	1	2	3

Sample Assignment

SCIENCE - TEPFO

Assignment V

Objective: To assist the intern in identifying teacher and pupil behavior relevant to the investigation period.

Sequence of Activities

1. Introduction to written description of pupil and teacher behavior relative to the investigation period.

2. Evaluation of items on a three point scale.

3. View videotapes of teacher lessons
   a. Record the behavior observed by placing a check mark in the spaces provided (/ / / / /) below each item.

4. Discuss observations.

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Item Evaluation

Directions: Beside each item you will find a series of three columns labeled: (1 consistent with inquiry, 2) neutral, 3) inconsistent with inquiry.

1. Check the category (1, 2, or 3) best describing each item relative to the inquiry approach to teaching.
2. Please rate all itmes.

Investigation

	Consistent w/Inquiry	Neutral	Inconsistent with Inquiry
Teacher: Identify Critical Aspects of the Investigation			
1. Teacher asks student to observe some object or phenomena / / / / /	1	2	3
2. Teacher asks student to describe some object or phenomena / / / / /	1	2	3
3. Teacher asks student to explain why (causality) or how (mechanics) some phenomenon occurred / / / / /	1	2	3
4. Teacher describes observation student should make / / / / /	1	2	3
5. Teacher explains why (causality) or how (mechanics) some phenomenon occurred / / / / /	1	2	3
6. Teacher tells student his procedure is wrong / / / / /	1	2	3
7. Teacher sits at desk or leaves room / / / / /	1	2	3
Teacher: Response To Student Questions About Investigation Procedure			
1. Teacher responds to student question about investigation procedure by suggesting a process for answering question / / / / /	1	2	3
2. Teacher answers student question about investigation procedure with an analogy / / / / /	1	2	3

	Consistent w/Inquiry	Neutral	Inconsistent with Inquiry
3. Teacher refers student question about investigation procedure back to student / / / / /	1	2	3
4. Teacher gives direct answer to student question about investigation / / / / /	1	2	3
5. Teacher performs part of investigation for student in response to question about procedure / / / / /	1	2	3
6. Teacher says or does nothing in response to student question about investigation procedure / / / / /	1	2	3

Teacher: Evaluation

1. Teacher grades students on lab procedure as they work / / / / /	1	2	3
2. Teacher asks leading questions to evaluate student work / / / / /	1	2	3
3. Teacher moves from station to station / / / / /	1	2	3

Student: Identify Critical Aspects of the Investigation

1. Students make own observations / / / / /	1	2	3
2. Student asks for help with investigation procedure / / / / /	1	2	3
3. Students prepare a written report of the details and results of the investigation / / / / /	1	2	3

Sample Assignment

SCIENCE - TEPFO

Assignment VI

Objective: To assist the intern in identifying teacher and pupil behavior relevant to the post-investigation period.

Sequence of Activities
1. Introduction to written description of pupil and teacher behavior relative to the post-investigation period.

2. Evaluation of items on a three point scale.

3. View videotapes of teacher lessons
    a. Record the behavior observed by placing a check mark in the spaces provided (/ / / / /) below each item.

4. Discuss observations.

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Item Evaluation

Directions: Beside each item you will find a series of three columns labeled: 1) Consistent with inquiry, 2) Neutral, 3) Inconsistent with inquiry.

1. Check the category (1, 2, or 3) best describing each item relative to the inquiry approach to teaching.
2. Please rate all items.

Post-Investigation

	Consistent w/Inquiry	Neutral	Inconsistent with Inquiry
Teacher: Data Reduction			
1. Teacher asks students to graph or otherwise organize data / / / / /	1	2	3
2. Teacher tells student his results are incorrect / / / / /	1	2	3
3. Teacher works mathematical problems for students / / / / /	1	2	3
Teacher: Interpretation of Results of Investigation			
1. Teacher asks students to compare results among themselves Explanation: Comparison may be made in a large group or in small groups, etc.; the essential factor is that the student is allowed to talk over his results with other students. / / / / /	1	2	3
2. Teacher asks for divergent interpretations of results Explanation: Teacher solicits responses different from the first explanation given by some student or from the majority opinion Example: Teacher asks, "Does anyone have a different interpretation from the one given by student X." / / / / /	1	2	3
3. Teacher asks students to identify regularities in data Explanation: Regularities refers to the logical consistencies that may be identified in the data. Example: Teacher asks, "From your data, can you tell how many degrees the sun moves in an hour?" / / / / /	1	2	3

		Consistent w/Inquiry	Neutral	Inconsistent with Inquiry
4.	Teacher asks students to identify sources of error or variability in the data Example: Teacher asks, "What might be one of the possible causes for the wide range of results we obtained in this investigation?" / / / / /	1	2	3
5.	Teacher asks students to state conclusions / / / / /	1	2	3
6.	Teacher asks student to support conclusions with evidence from investigation / / / / /	1	2	3
7.	Teacher asks students to relate conclusions to past results / / / / /	1	2	3
8.	Teacher asks student to make predictions from results Explanation: Refers to statements describing what "will be" given certain conditions. Example: Teacher states, "From the plot of reported earthquakes during the year, where would you expect the majority of earthquakes to occur in the year 2000?" / / / / /	1	2	3
9.	Teacher asks students to propose further investigation suggested by results / / / / /	1	2	3
10.	Teacher identifies sources of error or variability in the data / / / / /	1	2	3
11.	Teacher describes conclusions students should deduce from results Example: Teacher states, "This is the conclusion (interpretation) that you should draw from this investigation." / / / / /	1	2	3
12.	Teacher suggests that all students should arrive at the same conclusion / / / / /	1	2	3

		Consistent w/Inquiry	Neutral	Inconsistent with Inquiry
Student: Data Reduction				
1.	Students graph or otherwise organize data / / / / /	1	2	3
2.	Student asks if results are correct / / / / /	1	2	3
Student: Interpretation of Results of Investigation				
1.	Students compare results with others / / / / /	1	2	3
2.	Students discuss divergent interpretations of results / / / / /	1	2	3
3.	Student identifies regularities in data / / / / /	1	2	3
4.	Student identifies sources of error or variability in the data / / / / /	1	2	3
5.	Student states conclusions Explanation: An inference is required here, either deductive or inductive - if deductive, it will state some characteristic of the thing investigated - if inductive, the statement will be an attempt to generalize from the particular. / / / / /	1	2	3
6.	Student supports conclusions with evidence from the investigation	1	2	3
7.	Student relates conclusions to past results Explanation: The student response will have an explicit reference to results obtained in previous investigations. / / / / /	1	2	3
8.	Student makes predictions from results / / / / /	1	2	3
9.	Student proposes investigation suggested by results	1	2	3

	Consistent w/Inquiry	Neutral	Inconsistent with Inquiry
10. Student asks teacher if conclusions are correct / / / / /	1	2	3
11. Student asks teacher what conslusions should be deduced / / / / /	1	2	3
12. Students try to reach consensus on interpretation of results Explanation: Some overt attempt is made to agree on a single interpretation of the results. This attempt may be initiated by the teacher or by the students. / / / / /	1	2	3

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READING - TEPFO

OBJECTIVES

The objectives for the program in reading are designed to help the intern practice and refine his skill in the teaching of reading. When the program is completed, it is expected that the intern will be able to:

1. Identify components of reading as they relate to a model of the reading process and identify those components as they appear in the teaching-learning activities of a reading program.

2. Demonstrate knowledge of phonic and structural analysis skills.

3. Successfully teach word attack skills as a part of the reading program.

4. Demonstrate knowledge of the comprehension skills essential to reading of narrative and exposition.

5. Successfully teach comprehension skills as a part of the reading program.

6. Demonstrate the ability to plan and teach a series of reading lessons which include sequential skill development and review.

7. Identify those areas of readiness essential at the grade level and set up learning situations to develop those abilities.

8. Select, construct, and administer tests for the purpose of recording achievement and diagnosing pupil needs and use the test results to plan for further instruction.

9. Show acquaintance with children's books and with other kinds of reading materials utilized at the grade level, including audio visual aids.

For the purpose of the course, objectives have been implemented by designating tasks which interns must complete successfully in order to receive credit for EDCI 360. The starred tasks on the following pages are required of all interns. In addition, three tasks will be selected by the intern and his field associate and will become part of his requirement. Successful completion of the tasks will be defined as completion of work which is acceptable to the clinical professor and to the field associate working with the intern. Checklists for assessing the quality of the work will be distributed.

TEPFO: READING

Tasks	Approximate check-out date	Responsibility for check-out
Unit I. The Nature of the Reading Process		
Intern must:		
* Identify objectives of the reading program in use from material given in the teacher's guide.	9/28	C.P.
* Identify in lessons those reading activities which guide pupils toward attainment of the specified objectives.	9/28	C.P.
Be acquainted with sources of supplementary reading activities and ideas for independent work so as to be able to select, from sources other than the basal material, two independent reading activities for each of two specified objectives.		
Be familiar with SPICE and with such periodicals as ELEMENTARY ENGLISH, THE READING TEACHER, JOURNAL OF READING, and THE INSTRUCTOR so as to identify two uses classroom teachers can make of each periodical.		
Unit II. Phonics and Word Attack Skills		
* Intern must:		
* Know basic phonic principles as evidenced by pencil and paper test.	10/2	C.P.
* Apply phonic principles in simulated situation by marking an Informal Reading Inventory and recommending specific remedial work.	10/5	C.P.
* Apply phonic principles in a classroom situation by 1) planning and teaching a lesson to develop a phonic or word attack principle, 2) administering and grading a test to check pupil knowledge of the principle, and 3) planning and teaching a lesson to review the principle.	1) 10/12 2) 10/12 3) 10/16	F.A. F.A. C.P.
Sequence a series of at least three lessons for teaching phonic skills. The lessons will include an initial skill development session, administration of a diagnostic test to check for learning, reteaching, and prescription of next skill to be developed if competence is established on the first skill.	10/23	

Unit II. Continued.	Approximate check-out date	Responsibility for check-out
* Know structural analysis techniques as evidenced by pencil and paper tests.	10/2	C.P.
* Apply knowledge of structural analysis techniques in a simulated situation by marking an Informal Reading Inventory and recommending specific remedial work.	10/5	C.P.
* Apply knowledge of structural analysis and syllabication techniques in a classroom by 1) planning and teaching a lesson to develop a structural analysis technique, 2) administering and grading a test to check pupil competency in use of the principle, and 3) planning and teaching a lesson to review the principle.	1) 10/12 2) 10/12 3) 10/16	
Sequence a series of at least three lessons for teaching structural analysis and syllabication skills. Lessons will include initial skill development, administration of a diagnostic test to check for learning, reteaching and prescription of independent practice material based on diagnosis or recommendation of teaching next step in structural analysis and syllabication.		
Unit III. Diagnosis of Reading Problems		
Intern must:		
* Observe the administration of the Informal Reading Inventory on tape and/or video-tape and score at least three tests or partial tests as practice.	10/16	C.P.
* Demonstrate knowledge of testing procedures for the IRI by construction of a test and administration of a test to a child.	10/19	C.P.
* Demonstrate knowledge of scoring procedures of IRI by scoring an IRI and using analysis of results to prescribe remediation or further instruction.	10/19	C.P.
Construct and administer a cloze test for assessing child's ability to use context clues and syntactical clues in reading.	11/13	

Tasks	Approximate check-out date	Responsibility for check-out
Unit. IV. Readiness		
Intern must:		
Administer readiness tests as a part of a case study.	10/23	
Determine readiness needs of a child from analysis of case study results.	10/23	
Apply readiness training in a classroom situation by planning and teaching lessons to develop one or more of these aspects of readiness: language, visual perception, social and emotional readiness, attention, etc.	10/26	
Sequence a series of at least three lessons for developing readiness, including initial skill development, administration of diagnostic test to check for learning, reteaching and prescription of independent practice material based on diagnosis (or group teaching activities).	11/2	
Unit V. Comprehension and Vocabulary		
Intern must:		
* Plan and teach a lesson in vocabulary development to one or more children.	10/30	F.A.
* Plan and execute strategies for developing literal comprehension of narrative (sequence, important events, causality inference when literally stated in text) through creative dramatics, oral reading, recitation, etc.	11/6	C.P. & F.A.
* Plan and execute strategies for developing inference, plot-structural, mood-and-intent, recognition of character traits, and other interpretive tasks for comprehension of narrative (as specified, for example, in the Smith hierarchies and the Clymer-Barrett Taxonomy.)	11/9	C.P. & F.A.
* Plan and execute strategies for developing appreciation-critical facility with narrative (author style, intent, purpose, etc.)	11/9	C.P. & F.A.

Tasks	Approximate check-out date	Responsibility for check-out
Unit V. Continued.		
* Sequence a series of at least three lessons for teaching comprehension skills in narrative. The lessons will include an initial skill development session at each level of comprehension; administration of a diagnostic test to check for competency at the higher levels of comprehension; prescription for reteaching and independent practice material based on diagnosis and/or prescription of further work at upper levels.	11/16	C.P. & F.A.
* Identify at least four structures in expository writing.	11/11	C.P.
Plan strategies for developing expository comprehension of selected materials (making generalizations, drawing conclusions, using directions, etc.) as outlined in Shoreline Guide and developed in Clinic work on 1. literal level 2. extra-literal level 3. critical reading level	 1. 11/13 2. 11/13 3. 11/13	
Sequence a series of at least three lessons for teaching comprehension skills in exposition. The lessons will include an initial skill development session at each level of comprehension; administration of a diagnostic test to check for competence at the higher levels of comprehension; prescription for reteaching and independent practice material based on diagnosis and/or prescription of further work at upper levels.	Winter Quarter	
Construct cloze exercises for utilizing structural relationship information in assessing and teaching contextual decoding.	11/13	
Unit VI. Planning a Reading Lesson.		
Intern must:		
* Use data from testing and observation of skill development to 1) identify appropriate objectives for a reading lesson, 2) state those objectives in such a way that learner behavior is specified, and 3) develop a plan for implementing each objective, sequencing learning	1) 11/20 2) 11/20 3) 12/2	C.P. C.P. C.P.

Tasks	Approximate check-out date	Responsibility for check-out
Unit VI. Continued.		
* Identify a skill for focus and plan and teach one reading lesson to a group of children. Planning is to include assignment and correction of independent work appropriate to the lesson.	11/20	F.A.
* Plan and teach a sequence of five reading lessons to a group of children. Planning must include identification of focal skill for each day, check on skill mastery, and review of skills as needed.	12/2	F.A. & C.P.
* Plan and teach the reading lessons for all children in the class for one day.	12/7	F.A.
* Plan and teach the reading lessons for all children in a classroom for the period of a week.	12/16	F.A.
Plan and hold a conference with at least three students. Conference objectives should focus on vocabulary knowledge and comprehension of a book that the child has read.	12/16	
1) Plan and 2) teach work-study skills required in the content areas. Student will identify an objective, write the appropriate behavior, and prepare a set of teaching strategies for one of the following: a. graphs, charts, maps, diagrams b. vocabulary of special fields c. thought patterns and/or organizational schemes for a particular field	1) 12/16 2) Winter Quarter	
Develop a program of supplemental enrichment activities for each level of grouping in the classroom.	Spring Quarter	
Unit VII. Children's Literature.		
Intern must:		
* Read at least 20 children's books at the primary level or 10 at the intermediate level and prepare cards for the books, giving information on the type of book, approximate level of difficulty, comprehension skills to be developed, vocabulary to be explored, and any other pertinent information. Cards will take the form of job cards.	11/16	C.P.

Tasks	Approximate check-out date	Responsibility for check-out
Unit VII. Continued.		
Formulate good conference questions for at least 5 books. (Individualized Reading Instruction)	11/16	
Choose or construct an interest inventory appropriate to the grade level taught.	12/4	
Administer the interest inventory to at least 3 individuals, 2 small groups, and one whole class.	12/4	
Summarize the data from the interest inventory in a form which could be entered on the child's record. Indicate two possible uses of the information.	12/4	
* Show knowledge of children's books by suggesting at least 10 books of interest to children of the grade level taught.	12/7	C.P.
* Be able to judge the approximate reading level of at least two trade books. Readability should be judged informally and by one of the following formulae: a. Lorge c. Spache b. Dale-Chall d. Fry	12/7	C.P.
Unit VIII. Analysis of Reading Programs		
Intern must:		
* Be able to distinguish between the following types of elementary reading programs: a. basal reader b. individualized c. linguistic d. language-experience e. i.t.a.	12/14	C.P.
Make an operational description of the structure and content of one representative set of materials in each of the three reading methodological fields: analytic, synthetic, and eclectic, drawing comparisons of the three materials.	12/14	

Tasks	Approximate check-out date	Responsibility for check-out
Unit VIII. Continued.		
* Analyze reading approaches which have been used during the quarter, noting strengths and weaknesses of the approaches and noting the reactions of individuals to those approaches.	12/14	C.P.
* Make an operational description of the structure and content of one set of reading materials used in the classroom and analyze the stated objectives of those materials and the strategies used for attaining the objectives.	9/28	C.P.
* Demonstrate familiarity with at least three learning resources for the teaching of reading and show knowledge of the potential uses of each in developmental and corrective reading lessons.	12/14	C.P.
Discuss critically the following phonic systems for the teaching of reading: a. basic reading b. Open Court c. Words in Color	12/14	
Distinguish between the following alphabetic approaches used in initial reading instruction: a. Unifon b. Diacritical Marking System c. Artificial Orthography d. Initial Teaching Alphabet	12/14	
Unit IX. Administering Tests; Interpreting Results; Conferencing with Parents		
Intern must:		
Be able to administer and score group reading tests.	12/14	
* Develop a system of cumulative record keeping showing individual achievements in reading.	11/20	C.P.
Keep student records for 1) individuals, *2) small groups (record of skills taught, mastered, and reviewed), and 3) whole class (records of skills and stories taught). Records are to be kept for a period of at least one week. They should show sequence of the reading program, pupil progress, and diagnostic information.	1) 10/19 *2) 10/19 3) 12/14	

Tasks	Approximate check-out date	Responsibility for check-out
Unit IX. Continued.		
Group children within a classroom for reading, if that manner of organization is used. This procedure may require construction of test devices, administration of test, or analysis of existing data.	Spring Quarter	
Investigate pupil achievement as measured on standardized instrument. Illustrate measured achievement by plotting line or bar graphs for each child, showing some or all of the following information: a. chronological age (C.A.) b. Mental Age (M.A.) c. Intelligence d. Reading level (grade/month) e. Reading comprehension (percentile or grade/month) f. Word knowledge (percentile or grade/month) g. Reading speed (percentile or grade/month)	12/14	
Construct and administer a skills inventory to at least five pupils, basing the inventory on skill development work done in class. Inventory must be scored and results used to prepare a diagnosis and suggestions for further teaching.	11/20	
Administer and score at least two different standardized tests to each of the following: 1. an individual student 2. a small class of 3-5 students 3. a whole class of students	1) 12/14 2) Winter Quarter 3) Spring Quarter	

UNIVERSITY OF WASHINGTON
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READING

Pre-service elementary teachers are offered one course in reading, EDC&I 360. There are many skills specific to the teaching of reading which must be included in the course. In addition, it is advantageous for students to have background in linguistics and in children's literature. Because there is no prerequisite to the course, most students do not have experience with those areas except through EDC&I 355, Language Arts in the Elementary School. The scope of EDC&I 360 will be broadened, therefore, to include a unit dealing with children's books. This unit, together with those on vocabulary development, linguistics, and language acquisition will be correlated with EDC&I 355 in order to capitalize on the carry-over from one course to the other and to eliminate unnecessary repetition.

It is intended that this program prepare the interns to successfully handle the reading programs in use in their classrooms. There is a concern, however, that they be prepared to use other reading programs which they may be asked to use in other buildings. Consequently, an attempt has been made to give students a broad base of experiences with reading instruction and to provide them with opportunities to focus more closely on one or two approaches.

Personnel Responsibilities

The following list of clinic and field activities represents one possible assignment of tasks and responsibilities.

Interns

Clinic

1.0 Performance in instructional settings designed to facilitate a study of the nature of reading.
Topics may include the following:
  1.1 Examination of models of the acquisition of reading skills.
  1.2 Study of perceptual capabilities and their relationship to reading.
  1.3 Study of the psycholinguistic base for decoding and comprehending.
  1.4 Investigation of methods of inventorying student reading skills.
  1.5 Utilization of information to form and test hypotheses regarding need for further instruction.

(Instructional settings for 1.0 above may take the form of readings, laboratory activities, lecture-discussions, small group discussions, etc.)

Field

1.10 A constant monitoring of one's own classroom behavior to identify performances consistent with or inconsistent with good reading methodology.
1.20 Identify possible alternative teaching approaches when behavior is inconsistent with standards.
1.30 Practice alternatives.

Clinic	Field
2.0 Performances in instructional settings designed to facilitate the development of reading skills. 2.1 Acquisition of phonic knowledge 2.2 Acquisition of structural analysis skills 2.3 Investigation of comprehension skills in reading 2.4 Application of comprehension skills to specified kinds of material 2.5 Study and observation of methods of questioning to elicit responses which give evidence of reading comprehension	2.10 Practice behavior related to lab in context of established curriculum (currently used in the school of class) and through lessons from other readings approaches. 2.20 Monitor own behavior 2.30 Identify own strengths and weaknesses 2.40 In subsequent lessons maximize strengths and remediate weaknesses.
3.0 Performance in instructional settings designed to develop general skills. Skills may include the following: 3.1 Reinforcement 3.2 Observation of student behavior 3.3 Developing vocabulary 3.4 Assessing entering behavior 3.5 Assessing skill competence (Instructional settings for 2.0 and 3.0 above may take the form of microteaching, use of audio and videotape models, use of classroom observation instruments, etc.)	3.10 Practice behavior related to lab in context of established curriculum and through use of other reading programs 3.20 Monitor own behavior 3.30 Identify own strengths and weaknesses 3.40 In subsequent lessons maximize strengths and remediate weaknesses

Cooperating Teacher

None	1.0 Supervise the intern teacher 1.1 Establish good working rapport with intern 1.2 Monitor intern behavior 1.3 Provide feedback 1.4 Aid in lesson selection and planning 1.5 Provide information on pupils 1.6 Suggest alternative approaches to instruction 1.7 Provide guidance in identifying instructional approaches for individual pupils 1.8 Provide materials for pupil use 2.0 Evaluate intern performance 3.0 Provide feedback to district field coordinator.

Clinic

1.0 Provide instructional settings described for interns in clinic
  - 1.1 Provide formal instruction
  - 1.2 Write self-instructional materials
  - 1.3 Provide videotape models
  - 1.4 Make up reading lists
  - 1.5 Lead discussions
  - 1.6 Plan laboratory activities
  - 1.7 Provide materials for laboratory activities
  - 1.8 Monitor and evaluate intern performances
  - 1.9 Develop self-rating instruments for interns
  - 1.10 Introduce teaching skills

Field

1.10 Provide clinic information to cooperating teachers

1.20 Observe interns in the field

1.30 Supply classroom observation instruments to teachers

PERFORMANCE CRITERIA - TEPFO

PART C

I. INTRODUCING A UNIT OR LESSON

The Teacher:

1. Arouses pupil interest in the unit by relating it to human experience, showing personal enthusiasm, and providing for potentially interesting pupil activities.

2. Localizes the unit in so far as possible in order to place the context of the unit within the pupils' perspective.

3. Through teacher/pupil interaction, the objectives of the unit are identified and clarified for the group or for individuals and related to the overall aims of the subject.

4. Describes procedures which will enable the pupils to test/criticize their own ideas.

5. Utilizes audio-visual or other instructional materials/ activities which would enhance the introduction.

Intern's Name: ______________________________ Date: ________________

Observer: __________________________________ Class: _______________

Comments:

II. PRE-ACTIVITY DISCUSSION

Pre-activity discussion is defined as the instructional setting in which the activity is introduced. Either the teacher or pupils may identify problems for investigation. The introduction of the activity may be accomplished in several ways, e.g., demonstration, discussion, or procedural instructions.

The Teacher:

1. Arouses pupil interest in the investigation by using analogies and pupil experience.

2. Enables pupils to identify and clarify the problem through teacher/pupil and pupil/pupil interaction.

3. Asks the pupils to submit their ideas/tentative hypotheses concerning the possible outcomes of the activity for class examination and discussion.

4. Asks the pupils to relate the skills involved in the pending activity to previous activities.

5. Suggests or elicits from the pupils (whichever is appropriate) alternative skills and/or procedures.

6. Emphasizes appropriate safety precautions.

Intern's Name: ______________________________ Date: ______________

Observer: __________________________________ Class: _____________

Comments:

III. ACTIVITY PERIOD

Activity is defined as the instructional setting in which pupils are actively engaged in collecting data relative to the investigation or participating in problem solving activities.

The Teacher:

1. Arranges in advance for all needed supplies.
2. Organizes for group work.
3. Pretests those procedures critical to the success of the activity.
4. Allows sufficient time for completion of the activity.
5. Moves about during the period to assist individuals.
6. Asks for pupil observations during the activity period.
7. Plans for adequate clean-up time at the end of the period.
8. Provides area for continuation of the activity by individual pupils.

Intern's Name: ______________________________ Date: _______________

Observer: ___________________________________ Class: ______________

Comments:

IV. POST-ACTIVITY DISCUSSION

Post-activity discussion is defined as the instructional setting in which pupils analyze data. This discussion is characterized by reporting of results and references to data to support interpretations.

1. Reviews with the pupils the data obtained from the activity.

2. Asks pupils to identify sources of error through critical analysis of the procedures used.

3. Asks pupils to extrapolate from the data and to carry their ideas as far as possible in class discussion.

4. Identifies possible resources (either interested experts or appropriate data) from which pupils may obtain additional information to further test the validity of their ideas.

5. Asks pupils to formulate or modify their ideas/hypotheses in light of new or additional information or when their ideas/hypotheses are inconsistent with direct evidence.

6. Asks pupils to relate the activity to their own experience.

7. Refers pupil question to other pupils in order to establish pupil/pupil interaction.

Intern's Name: ________________________________ Date:______________

Observer: ____________________________________ Class:_____________

Comments:

V. ENDING A UNIT OR LESSON

The Teacher:

1. Asks pupils to relate the unit to past experiences.

2. Emphasizes that the concepts learned in the unit are tentative and must be modified in the future as more evidence becomes available.

3. Indicates the relevancy of the unit to future units and to the aims of the subject.

4. Asks pupils to identify possible new directions for inquiry based on the concepts learned in the unit.

5. Asks students to pursue their ideas outside of class and suggests possible resources which will enable students to continue their research relevant to the unit (provides necessary materials whenever possible).

Intern's Name: ______________________________ Date: ________________

Observer: ___________________________________ Class:________________

Comments:

VI. USE OF MATERIALS

The Teacher:

1. Prepares and pretests the materials in advance.
2. Establishes a frame of reference for the activity.
3. Insures that all pupils can see or are involved.
4. Questions pupils to determine:
   a. What each object represents.
   b. What observations could be made.
   c. What hypotheses might be formulated from the observation.
   d. How these hypotheses might be tested.
5. Promotes pupil involvement by asking pupils:
   a. To set up the materials.
   b. To describe what might be taking place and/or record data.
   c. To lead the discussion.

Intern's Name: ______________________________ Date: _______________

Observer: ____________________________________ Class: ______________

Comments:

VII. EVALUATION PROCEDURES

Informal: The Teacher:

1. Recognizes pupil understanding or learning problems through the following:

    a. Response to teacher questions
    b. Questions asked by the pupil
    c. Inability to perform tasks
    d. Successful performance of tasks

2. Reinforces pupil understanding

3. Analyzes pupil learning problems

4. Develops alternatives with pupils through:

    a. Redefining the task
    b. Questioning
    c. Cueing

Formal: The Teacher Uses:

1. Written tests to measure objectives and/or performance tasks (manipulation of equipment and/or material) to measure objectives.

2. Uses tests and/or performance results to plan for the following:

    a. Future pupil activities
    b. Remedial work
    c. Identification of learning difficulties

Intern's Name: ______________________________ Date: ______________

Observer: ___________________________________ Class: _____________

Comments:

UNIVERSITY OF WASHINGTON
College of Education

TEP/FO CLINIC REFERRAL FORM
PART D

Name of Intern ______________________________ Date __________

Name of Observer ______________________________

Subject Area ______________________________

Description of Situation:

Classroom Setting ______________________________

Intern Behavior ______________________________

Observer's Analysis ______________________________

Recommended Instruction or Activity: ______________________________

Intern Signature ______________________________

Observer Signature ______________________________

Name of Instructor ____ Date __________

Action Taken on Referral ____

____

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Appendix IV B

UNIVERSITY OF WASHINGTON
COLLEGE OF EDUCATION

Professional Teacher Education Program
Secondary Level, Clinic Based

Abstract of Program

I. Focus of Program:

TEPFO Secondary is distinguished by four important features: (1) its clinical nature, (2) its emphasis upon performance-based behavior, (3) its goal of a strong peer relationship among all who assume responsibility for the preparation of teachers, and (4) its involvement of participants over a sufficiently long period of time to be effective.

The primary feature which differentiates this pattern from the more traditional arrangement of having a "student teacher" in the classroom for one quarter under the supervision of the classroom teacher, is that two quarters of continuous field experience are devoted to developing teaching-learning processes and strategies under the guidance of a teacher education team. Clinical professors from campus, field associate teachers (cooperating teachers in the classrooms), and field coordinators (university supervisors) work together in classrooms and in a weekly seminar to consider the problems of a partnership in teacher education. The intent is to immerse interns in teaching practices early, providing them cognitive inputs through the clinic and practicum experiences in the classroom.

The clinical seminar in strategies of teaching is designed to provide interns with baseline competencies organized around the themes of instructional objectives, learner characteristics, development of criterion measures, prescription of learning experiences, and evaluation. Interns also participate in a performance based seminar in learning and evaluation and a course in special methods of teaching a subject field, where required.

II. Program Format:

Students participate in TEPFO Secondary over two consecutive quarters. During the first quarter, as pre-interns, they are assigned on a morning schedule to classrooms in the Shoreline, Northshore and Seattle (Northeast Educational Complex) Districts. Seminars in learning and evaluation and in strategies of teaching are scheduled once a week during afternoons. Pre-interns who have required special methods courses in various subject fields also participate in these during the afternoons. During the second quarter, as interns, they are scheduled in the schools full time, under the direct supervision of field associate teachers and field coordinators.

III. Participants in TEPFO Secondary:

Six categories of personnel are cooperating in TEPFO Secondary: interns, field associates (cooperating teachers), field coordinators, school administrators and supervisors, professional association representatives, and clinical professors. Coordination of the total project is managed through a steering committee representing each of the six categories of participants from each of the three school districts cooperating in the project: Northshore, No. 417; Seattle, No. 1 (Northeast Educational Complex); and Shoreline, No. 412.

IV. TEPFO Secondary Admission Requirements:

1. A commitment to teaching in the secondary schools.
2. A commitment to the two quarter sequence.
3. Admission to the College of Education Teacher Education Program. See University of Washington Bulletin, 1970-72, page 179 for this requirement.
4. Completion of EDPSY 304 and Speech 101 or 203.
5. Presentation of an acceptable teaching major.

Note: Final selection also includes an interview in the requested field center.

V. Special Features of TEPFO Secondary:

1. Emphasis on performance objectives.
2. Temporary teacher certification granted, upon recommendation, to interns upon completion of the first quarter.
3. In-service seminars for field associate teachers, emphasizing collaboration between field associates and clinical professors.
4. Expanding role of field associate teachers.
5. Emphasis on analysis of teaching-learning processes.

GUIDELINES FOR TEPFO: SECONDARY

Introduction

These guidelines have been developed to clarify the rationale and operational procedures for TEPFO: Secondary. Included are statements of (1) goals, (2) rationale, (3) roles and responsibilities, selection criteria and commitments for participants (see appendix V), and (4) evaluation procedures.

The contents, designed to enable TEPFO: Secondary to function in a diversity of field centers, provide parameters for different levels of responsibility within a systematic management system. There is ample opportunity for adaptation within this structure to accommodate needs peculiar to a particular field center.

The guidelines were developed by the TEPFO: Secondary Steering Committee during 1970-71. They are presented as tentative statements to be field-tested during 1971-72. With continuing experiences in performance-based, field-oriented teacher education, modifications of the guidelines will no doubt be necessary. This assumption is consistent with the developmental philosophy which undergirds TEPFO: Secondary.

Final consideration by appropriate decision-making bodies in the University and the field will be necessary for the adoption of these guidelines as policy statements.

GOALS FOR TEPFO: SECONDARY, 1971-1972

Compared to traditional teacher education programs, TEPFO will improve the learning/teaching experience for all participants.

For Students in participating classes, TEPFO will provide:

- -- greater variety in the total learning situation,
- -- more effectively presented and evaluated learning experiences,
- -- consistent opportunity to participate in evaluation, and
- -- increased personal attention.

For Prospective Teachers (Interns), TEPFO will provide:

- -- a broader spectrum of professional experiences,
- -- longer practical experience, and
- -- direct application of clinical experiences.

For Cooperating Teachers (Field Associates), TEPFO will provide:

- -- feedback and recognition from fellow professionals,
- -- a broader scope of professional experiences, and
- -- stimulation and assistance in developing and evaluating new learning experiences.

For Professional Associations, TEPFO will provide:

- -- opportunity for active participation in the development and conduct of a teacher education program, and
- -- active involvement in upgrading the profession.

For the Local School District, TEPFO will provide:

- -- access to better qualified teachers,
- -- demonstrable, specific program improvements,
- -- more effective use of educational resources, and
- -- increased community support.

And for the Teacher Education Institution, TEPFO will provide:

- -- a closer working relationship with educators in the field,
- -- more response to community needs,
- -- involvement of all concerned faculty in building teacher education curricula,
- -- development and field testing of performance-based, field-oriented teacher education, and
- -- better qualified educators, at all levels of the institution.

RATIONALE FOR TEPFO: SECONDARY

TEPFO: Secondary is built on the following assumptions:

A. TEPFO is performance-based.
   1. Evaluation is based on completion of assigned written and classroom performance tasks in place of traditional letter grading.
   2. Criterion measures are developed for the evaluation of performance and classroom tasks.
   3. Performance tasks reflect a balance of theory and practice. Classroom tasks are scheduled to provide reinforcement of theory inputs.
   4. Inservice training for field associate teachers permits maximum communication between University and field components and provides training in the evaluation of performance tasks.
   5. Systematic communication between University and field components assures relevancy of performance tasks.
   6. Screening of candidates assures selection of interns who have adequate academic preparation.
   7. Screening also provides for assessment of personal attitudes considered necessary for success in TEPFO.
   8. Screening assures selection of interns who can devote the necessary amount of time for successful participation.
   9. Screening of candidates involves both field and University personnel.

B. TEPFO may be either field-oriented for field-centered.
   1. Definitions:
      a. A field-oriented program provides theory inputs in a campus clinic with concurrent supporting field experiences.
      b. A field-centered program provides theory inputs at the site where field experiences occur.
   2. The success of a performance-based, field-oriented pattern is based upon two factors:
      a. Availability of field associate teachers who fully understand the program, are committed to it, and are especially oriented toward a cooperative training approach.
      b. Participation of University faculty committed to this approach, who tend to be flexible and are especially oriented toward working with field practitioners.
   3. In practice, programs usually begin with a field-oriented focus and shift to a field-centered base when a cadre of teacher trainers become available in the field to provide theory input on site.

C. TEPFO requires full commitment from the triad (University, school district, professional association).
   1. The philosophy of the program is developed cooperatively.
   2. Adequate opportunity is provided for triad representatives to plan for the implementation, evaluation, and improvement of the program.

3. There is continual dissemination of information to develop an understanding of the program among potential cooperating triad members.
4. A system of staff differentiation provides one means of attaining the objectives of the program.
5. A representative policy-making body governs the direction and progress of the program.
6. The clear definition of lines of communication provides two-way response and grass roots involvement.
7. Sufficiently flexible policies are established to meet individual needs and extenuating circumstances.
8. There are provisions for maximum mobility of University personnel throughout field training sites.
9. Continued theoretical inputs to field personnel assure greater consistency in training experiences for interns.

D. TEPFO: Secondary is based on coursework that is clinical in nature.
1. A clinical program provides a diagnostic approach to the assessment of individual strengths and weaknesses.
2. Assignment of precision teaching tasks provides the basis for diagnosis.
3. Regular evaluation of performance tasks permits reinforcement of strengths and remedial measures to eliminate weaknesses.
4. A common professional vocabulary maximizes diagnostic procedures in clinic and field experiences.

E. TEPFO: Secondary provides temporary certification during the final quarter of participation.
1. Temporary certification gives the intern certain rights and responsibilities that should clearly be understood.
2. Depending upon the particular individual and situation, the intern may teach at some point between close supervision and the freedom of a fully certified teacher.
3. Supervision of the intern will be individualized.
4. The legal responsibilities of the intern are those of a regularly certificated public school teacher.
5. The intern has the status of a regularly certificated teacher in his relationship with other classroom teachers, his department head, and the school principal.
6. The intern should be given access to confidential materials and information as these relate to his functioning as a certificated teacher.
7. When not in a supervisory role, the field associate teacher of a certificated intern may work according to the plan developed with his department head and building principal.
8. When a substitute is called for a field associate teacher who has a certificated intern, the substitute may be used according to the discretion of the building principal.
9. The manner in which the intern deals with parent contact and conferences and with the reporting of various kinds of student behavior is consistent with the procedures of his assigned school.

10. Within the limits of the authority given him, the intern, when he is the agent closest to the situation, should work as a regularly certificated teacher. He should, however, regularly seek advice and assistance from his field associate teacher.
11. Each building principal provides the intern with a written statement defining the parameters of his responsibilities, rights, and sources of referral in times of emergency.

F. TEPFO: Secondary includes experiences within the total range of school activities (e.g.; administration, guidance, special education, etc.).

1. A well-defined orientation procedure to both the school and the district includes:
    - a. Physical locations
    - b. Key personnel
    - c. Important programs
    - d. Routine and special procedures
2. Continuing contact with supportive district personnel is provided.
3. Meaningful field trips are planned throughout the district and to neighboring districts to observe special facilities or programs.
4. The program is designed around those schools that are totally committed to the program.

EVALUATION MODEL FOR TEPFO: SECONDARY

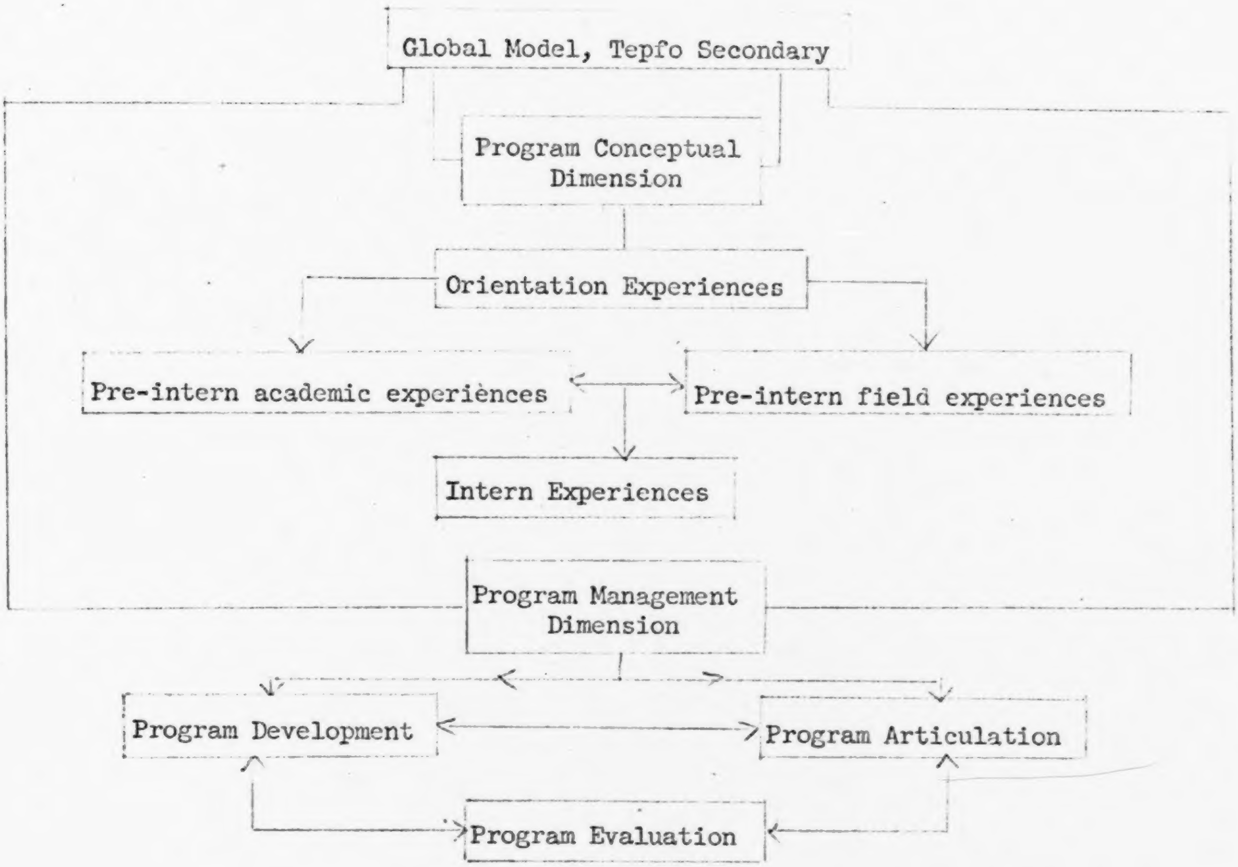
A. Rationale For The Evaluation Model

Intuitively, most persons associated with TEPFO Secondary consider this teacher preparation pattern superior to the regular pattern. However, two kinds of empirical evidence are necessary to support such a claim. First, program components and an accompanying management system must be identified and the extent to which these dimensions become operational must be determined. Secondly, the quality of the product of this teacher preparation must be established.

B. Evaluation Design For The Program

1. The proposed design represents a global model based on a conceptual dimension and a management dimension. This dyadic arrangement eliminates the problem of evaluating the program outcomes in the same context with its management system. The evaluation model is designed to produce data that describe: (a) the conceptual aspects of the program, and (b) the various management roles. Analysis of these data should allow for the identification of major strengths and weaknesses of TEPFO and thereby contribute to the improvement of the program.

2. Schematic Of The Global Model


Global Model, Tepfo Secondary
Program Conceptual Dimension
Orientation Experiences
Pre-intern academic experiènces
Pre-intern field experiences
Intern Experiences
Program Management Dimension
Program Development
Program Articulation
Program Evaluation

3. To examine effectiveness of the program conceptual dimension, training components for each of the four experience domains specified in the global model (orientation, pre-intern field, and internship experiences) will be identified. Then evaluation criteria can be specified to permit assessment of the extent to which these training components become operational.

4. To examine effectiveness of the program management dimension, roles for each management domain specified in the global model (program development, program articulation, program evaluation) will be identified. Then responsibilities and tasks can be assigned to each management role, permitting examination of how effectively each role performed the tasks assigned to it.

C. Evaluation Design For Assessing Intern Teaching Competence

1. The following conceptual model of teaching is based on the assumption that the identification of the independent variables that comprise the teaching process requires a framework or organizational structure. The paradigm that follows illustrates the areas of the framework. This represents a beginning for the development of a sophisticated model of teaching. It is not based on a theory of teaching, rather it is a conceptualization of areas of behaviors that characterize the process of teaching.

2. These areas of teaching behaviors (1) Instructional Preparation, (2) Instructional Implementation, and (3) Instructional Evaluation are assumed to be universal components of a systematic teaching process. They were derived from investigations of the literature and from actual classroom teaching practices in hundreds of classrooms. The foundation of the paradigm, Professional and Personal Standards, forms a baseline of affective and cognitive behaviors that profoundly affect the degree of quality that a given teacher is able to produce in the teaching-learning process. Professional qualifications,

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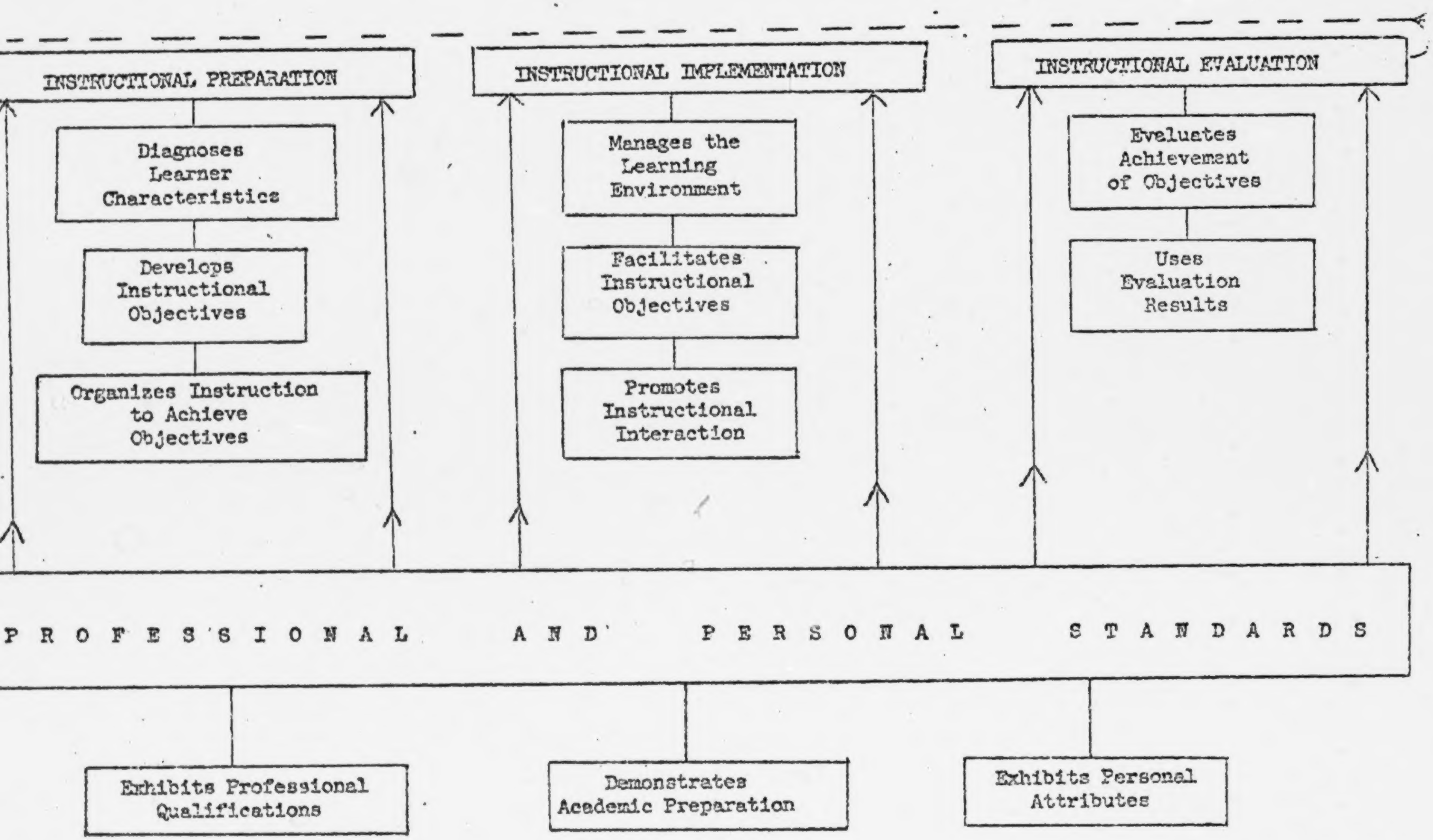
CONCEPTUAL MODEL OF TEACHING


INSTRUCTIONAL PREPARATION
Diagnoses Learner Characteristics
Develops Instructional Objectives
Organizes Instruction to Achieve Objectives
INSTRUCTIONAL IMPLEMENTATION
Manages the Learning Environment
Facilitates Instructional Objectives
Promotes Instructional Interaction
INSTRUCTIONAL EVALUATION
Evaluates Achievement of Objectives
Uses Evaluation Results
PROFESSIONAL AND PERSONAL STANDARDS
Exhibits Professional Qualifications
Demonstrates Academic Preparation
Exhibits Personal Attributes

academic preparation, and personal attributes are critical non-classroom variables that have direct influence on the quality of the teaching performance.

3. The Evaluation Design -- intern teaching competence. Two instruments are recommended for obtaining empirical data about intern teaching competence.
    a. The instrument currently used by the Office of Field Experiences (Teaching Performance Standards) for formal evaluations by participating personnel (see appendix VI).
    b. A self-report instrument (to be developed) focusing on the extent to which this pattern prepared the interns to function at the knowledge, comprehension, application, and evaluation levels required for compentent teaching.
4. Initially, data on performance will be examined in relation to TEPFO: Secondary conceptual and management dimensions. When sufficient numbers of interns have completed this preparation pattern, comparative analyses can be made within TEPFO Secondary and among all secondary preparation patterns in the Teacher Education Program at the University of Washington. At that point in time a research model utilizing control groups can be applied.

D. Relationship of the Program Conceptual Model to the Assessment of Intern Teaching Competence

1. The Office of Field Experiences Instrument (appendix VI) for the evaluation of intern teaching performance is ordinarily applied at mid-term and end of quarter intervals. In this context, assessment at these two points is a summative evaluation of performance. Another kind of evaluation is

also recommended to be applied on an ongoing basis throughout the quarter. This is formative evaluation and is aimed at assessing the quality of the intern's performance on assigned tasks that are given in the TEPFO Secondary Clinic (EDC&I 496) and those that are arranged by the field associate teacher in the classroom setting in the field.[1] Both sources of assigned tasks are derived from the program conceptual dimension and are scheduled to accommodate program goals for (a) Orientation Experiences, (b) Pre-Intern Academic Experiences (first quarter), (c) Pre-Intern Field Experiences (first quarter), and (d) Intern Experiences (second quarter).

2. The formative approach to assessment provides feedback data on a continuous basis and permits the recycling of those tasks for which the intern failed to reach criterion level.
3. The summative approach to assessment during the mid-term and final evaluation periods should account for the total range of performance behaviors included in the Office of Field Experiences Evaluation Instrument.

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[1] See Suggested Training Experiences for Secondary Level Teacher 1971-72. University of Washington, College of Education. Prepared by Field Associate Teachers, Northeast Educational Complex, Seattle Public Schools. Professors Norma M. Dimmitt and Clifford D. Foster, University Consultants.

Operational Statement for Tepfo Secondary

Components of TEPFO Secondary are developed and organized to implement basic goals which undergird the conceptual model of this field oriented teacher preparation pattern. Each category of participants, identified in the guidelines, contributes necessary expertise to developing the program and to operationalizing its components.

TEPFO Secondary is organized within a two quarter time block, so the program cannot be directly concerned with developing subject matter competency. To provide reasonable assurance that interns possess adequate subject background, however, entry behaviors include successful completion of general university and academic department requirements.

During the first quarter of TEPFO Secondary, interns complete the required methods course which provides techniques for organizing and presenting content in the specific subject area. The approach taken in these courses differs among departments, but increasingly they are expected to become performance oriented.

Throughout the two quarter TEPFO Secondary sequence, interns acquire and apply basic knowledge about psychological foundations of teaching and learning by participating in an individualized, self-study approach to developing competence in the use of learning and evaluation principles. Performance tasks to be demonstrated in the classroom are specified as terminal behaviors. Baseline knowledge for completing the tasks is acquired through programmed materials. Weekly seminars enable students to check out on prerequisite tasks and to clarify concerns about the baseline information.

To domains of experience are directly coordinated in TEPFO Secondary --

the clinical seminar in Strategies of Teaching and practicum experiences in the classroom. Performance tasks specified for the clinical seminar are considered essential behaviors for teachers in all subject areas. These tasks complement basic knowledge and skills acquired in the special methods and psychological foundations experiences and reinforce the teaching behaviors specified as evaluative criteria for the program.

The clinical seminars, conducted weekly with the interns, present baseline knowledge necessary for accomplishing the specified performance tasks and provide conditions in which interns can examine or simulate the prerequisite behaviors for the tasks. These tasks are practiced and demonstrated in the classroom with competence evaluated by the intern, field associate teacher, university field coordinator, and/or clinical professors.

To enhance the potential of interns for demonstrating expected performance tasks, a continuing seminar is conducted weekly with field associate teachers who work with the interns. During the initial seminars, the tasks established for interns are identified, baseline knowledge for achieving the tasks examined, and means of evaluating performance determined. Subsequent seminars focus on developing and practicing supervisory behaviors.

A sampling of performance tasks and means for evaluating intern performance of these tasks in the classroom follows. In order for the reader to appraise them in context, a brief explanation of these materials is provided.

Sequence of Clinic Topics

> Topics considered in the Clinical Seminar in Strategies of Teaching are presented as performance tasks. Interns complete the tasks at their own rates of progress.

Clinical Seminar in Strategies of Teaching

As a result of selected clinical experiences in the seminar, participant will be able to demonstrate competencies designated in the following performance tasks:

I. Prepare performance objectives in your academic field to Mager's criteria in the following levels of the cognitive domain: (a) knowledge, (b) comprehension, (c) application, (d) analysis, (e) synthesis, and (f) evaluation.

II. On a Five point scale, record selected learner characteristics of two students (one aggressive and one passive student) according to behavior in the following areas: (a) alertness, (b) curiosity and interest, (c) cooperation, (d) efficiency, (e) self-control, and (f) self-confidence.

III. Prepare a teaching plan that identifies the following components for the lesson: (a) objective(s), (b) anticipated learning variables, (c) teaching procedure(s), (d) learner activities, and (e) criterion measure(s).
Note: This is a planning exercise. If possible, however, the intern may teach the lesson.

IV. Plan and teach a discussion-type lesson designed to maximize teacher-student verbal interaction.

V. Plan and teach a discussion-type lesson that focuses on the technical skills of questioning.

VI. Plan and teach a recitation type lesson that focuses on the technical skills of establishing set, reinforcement, achieving closure, varying the stimulus.

VII. Plan and teach a lecture-type lesson that focuses on the technical skills of establishing set, using examples, establishing appropriate frames of reference, and achieving closure.

VIII. Identify three major management problems in your teaching field and describe one procedure found to be effective for handling each problem.

Tasks IV-VII are based on teaching four lessons that incorporate selected technical skills of teaching. One of these lessons will be video taped for each intern. Due to the limited availability of T.V. hardware, it will be necessary to plan ahead for the video taping of these lessons. Schedules of recording sessions will be distributed at the clinic one week in advance.

Text: Ronald T. Hyman, Ways of Teaching. Philadelphia: J.B. Lippencott Company, 1970.

Criterion Measures for Evaluating Clinical Performance Tasks

These materials were developed for use by field coordinators and field associate teachers in the evaluating performance tasks attempted by interns.

Task Evaluation Record

This chart is designed as a record-keeping device for interns. The tasks refer to those assigned in the Clinical Seminar on Strategies of Teaching.

UNIVERSITY OF WASHINGTON
College of Education

CRITERION MEASURES FOR EVALUATING SELECTED TECHNICAL SKILLS AND TEACHING STRATEGIES

Secondary STEP interns participating in this course are required to plan and teach three lessons (Tasks V, VI, VII), each lesson demonstrating a specified teaching strategy and focusing on designated technical skills. To achieve these tasks successfully, interns need to consider the following:

1. Prepare a plan for the lesson which is acceptable to the field associate. This lesson plan serves as a guide for teaching the lesson and a point of reference for analyzing what actually occurred during the lesson.

2. Demonstrate appropriate criterion behaviors, selected from the following materials, for the technical skills and teaching strategy to be included in each lesson.

TECHNICAL SKILLS

Asking Questions: The teacher asks questions that elicit higher order cognitive student responses.	U	S	O
1. Requires students to describe or give examples of the topic being discussed.			
2. Encourages students to reason or generalize about facts.			
3. Requires students to explain or build inter-relationships among facts.			
4. Requires students to provide a rule or principle or comparing one principle with another.			
5. Requires students to draw inferences or make evaluations.			
6. Seeks student opinion about a subject.			
Probing for Student Responses: The teacher probes beyond initial student answers.			
1. Clarifies student responses by seeking more information or meaning.			
2. Increases critical awareness by having students justify responses.			
3. Refocuses student responses to related issues.			
4. Prompts students by providing cues for reaching correct answers.			
5. Redirects responses to bring other students into the discussion quickly.			

D. Participate in and eventually plan field trips
E. Accept the various responsibilities expected of a teacher, I.e. recess duty, keeping records, faculty meetings, etc.
F. Volunteer to teach special groups, i.e. special interest classes.
G. Teach for short periods at various grade levels when helpful to building.

IV. Faculty Member

A. Share in regular expenses, that is, coffee money, treats, but no social fees required of interns.
B. Attendance at faculty meetings, except when Intern is at university in afternoon for Clinic. Should plan to attend at least one during this time.
C. Attendance at some P.T.A. meetings during first two quarters and all during last quarter of full-time teaching.
D. Participate in extra school activities, i.e. carnivals, art shows, outdoor education trips.
E. Join a professional organization (gives liability coverage).

V. Evaluator

A. Consistantly evaluate his lesson plans and teaching.
B. Learn how to adequately evaluate the work of his students.
C. Experiment with and then evaluate various teaching approaches in order to learn what fits one's own style.
D. Evaluate the program--field and clinic.

VI. Adult and Person

A. Relate in a positive way to host school, professors, other interns, etc.
B. Be receptive to suggestions and criticisms. Be open to learn.
C. Dress according to norms of field assignment and professional standards.
D. Pace the work between Clinic and Field realistically.
E. Be aware of the habits one is forming and purposely build in those necessary to professional growth--reading, etc.
F. Make some time for one's own self to "live" -- stay healthy physically, mentally, and socially through some specific time for rest and relaxation.

FIELD ASSOCIATE

The field associate is a teacher's teacher, a model in planning and implementing procedures, a critic and promoter of change, a counselor, a listener, a morale builder. He must be concerned with the intern's education to the extent of being willing to share his time, ideas, and class. He must be confident in himself and be open to the change new ideas bring. He should be flexible and innovative in his planning. However, paramount to him must be his concern with maintaining and promoting quality education for the students in his classroom. Added to this should be a continuing interest and commitment to teacher education.

Establishing Set: The teacher provides a motivating set appropriate for the instruction.

U S O

1. Employs an introductory procedure which, in itself, is interesting to the students.
2. Employs an introductory procedure which interests students in the lesson focus.
3. Establishes a cognitive link between the instructional set and the lesson focus.
4. Includes cognitive cues and guides which enhance the potential for lesson objectives to be achieved.
5. Provides cues to enhance retention of lesson material.

Varying the Stimulus Situation: The teacher varies the attention producing elements of the lesson.

1. Moves within all areas of the teaching space during the lesson.
2. Uses hand, body, and head gestures during the lesson.
3. Emphasizes lesson points by using stressed gestures and/or verbal expressions.
4. Alters the kind of participation required of students.
5. Pauses to allow students sufficient time to think or reason about new ideas.
6. Requires students to look at visual materials to get information being communicated.

Achieving Closure: The teacher reinforces student learning and achieves closure.

1. Provides for summary and consolidation of concepts and ideas which were covered.
2. Reviews major points and ideas throughout the lesson.
3. Connects previously known materials, present ideas, and future learnings.
4. Provides opportunity for students to demonstrate or practice what has been learned.
5. Helps students develop major lesson points into new or unusual kinds of closure.

Using Reinforcement: The teacher reinforces the desired student behavior through use of reward and punishment.

1. Rewards correct or quality responses with positive, supportive verbal comments.
2. Encourages student responses by positive nonverbal cues.
3. Refrains from discouraging students with negative feelings or comments.
4. Refrains from rejecting students with negative nonverbal actions.
5. Responds enthusiastically to student questions and comments.

23 November 1972

Distinguished Achievement
Awards Program
American Association of
Colleges for Teacher Education
One Dupont Circle
Washington, D.C. 20036

The attached case study of performance based, field oriented teacher education at the University of Washington is submitted in compliance with the dictates of the 1972 Distinguished Achievement Awards Program.

I am pleased to recommend this study to your attention.

Frederic T. Giles

Frederic T. Giles, Dean
College of Education
University of Washington

TEACHING STRATEGIES

Leading Class Discussions: The teacher facilitates student achievement of objectives in class discussion.

U S O

1. Insures that students are prepared to discuss the topic.
2. Creates a motivating set for the discussion.
3. Focuses the discussion to minimize irrelevant digressions.
4. Asks provocative questions and gives examples to sustain the discussion.
5. Redirects the discussion when necessary.
6. Clarifies ambiguous responses or seeks student clarification.
7. Brings non-participating students into the discussion.
8. Prevents a few students from monopolizing the discussion.
9. Provides for a synthesis of main ideas throughout and at the end of the discussion.
10. Provides references for further study of the topic and related issues.

Lecturing: The teacher maximizes the effectiveness of the lecture for achieving lesson objectives.

1. Lectures only when this is a suitable approach for the lesson.
2. Establishes appropriate motivating set for the lecture.
3. Explains expected responsibilities of students for the material, e.g., note-taking.
4. Uses a vocabulary that is clearly understood.
5. Uses examples, analogies, audio-visual materials to illustrate main ideas and difficult concepts.
6. Paces the lecture and adjusts the length in terms of student verbal and nonverbal response cues.
7. Refocuses student attention by emphasizing main points throughout the lecture.
8. Maintains student attention by varying the stimulus situation.
9. Provides for summarization of ideas and concepts covered in the lecture.
10. Adjusts physical surroundings, e.g., seating, lighting to facilitate lecture presentation.

UNIVERSITY OF WASHINGTON
College of Education

Task Evaluation Record

Student________________________________

Subject________________________________

School_________________________________

Field Associate__________________________

Task	Evaluated By:	Comments:
I		
II		
III		
IV		
V		
VI		
VII		
VIII		

Appendix V

HB
Sept. 1971

ADMINISTRATIVE DESIGN AND ROLE DESCRIPTIONS FOR THE COLLEGE OF EDUCATION TEACHER EDUCATION PROGRAM

The attached diagram together with the commentary following portrays the administrative design and the inter-relationship of the several patterns that constitute the overall teacher education program (TEP). The internal structure of each field oriented (TEPFO) pattern is portrayed together with the steering committees and operations committees that have been designed to facilitate broad participation in the teacher education program. An overall TEP administrative advisory committee has been established to bring directly into the entirety of the TEP those whose administrative positions are vital not only to the management development and evaluation of the teacher education enterprise but also to the meaningful involvement of the entire faculty. Role descriptions are also provided for University field coordinators, University faculty coordinators and for the TEPFO Clinic Coordinator. Intern, Associate Teacher and Principal roles are also presented in depth.

On the following pages --

pp 1. Administrative Organization Chart

pp 2. Committee Roles

- A. TEP Advisory Committee
- B. Operations Committee
- C. Steering Committee

pp 3. TEPFO Clinic Coordinator role description

Attachment I: Roles and Responsibilities

TEPFO (Elementary)[1]

pp 7 Intern

pp 8 Field Associate

pp 10 Principal

pp 11 Field Coordinator (University)

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[1] Note: this is an extract of a larger report which accounts for the page number discrepancy.

Attachment II: Roles, Responsibilities and Selection Criteria in TEPFO: Secondary

pp 1 .. Intern

pp 6 .. Field Associate Teacher

pp 11 .. Principal

pp 13 .. Professional Association Representative (PAR)

pp 13 .. District Administrative Officer

pp 14 .. University Field Coordinator

pp 19 .. University Faculty Consultant

pp 20 .. Clinical professors

pp 21 .. Clinical associates

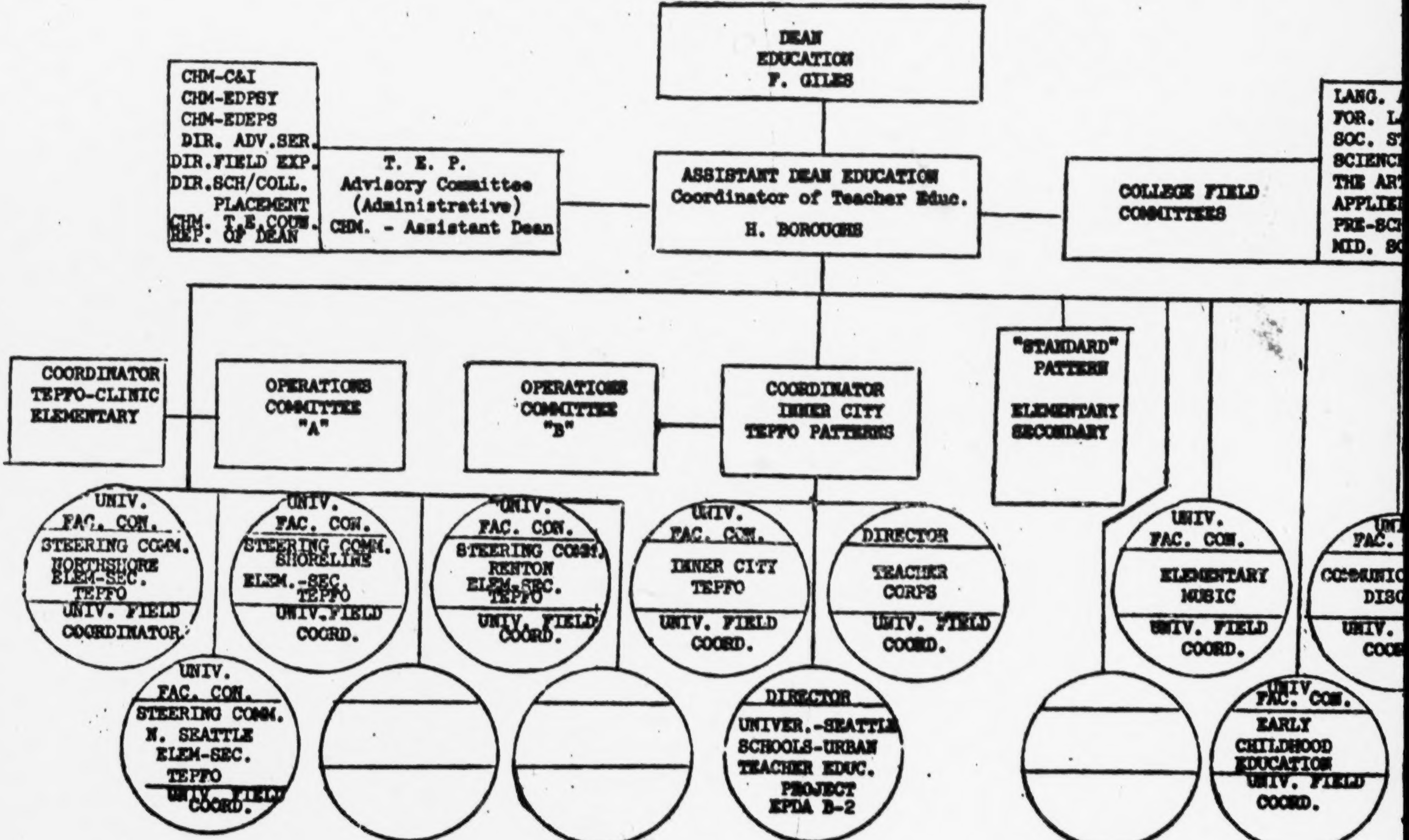
pp 22 .. University administrative officer for Teacher Education

Attachment III: "Standard" Pattern Role Descriptions

pp 1 .. Responsibilities of University Field Coordinators

pp 3 .. Responsibilities of the Field Associate Teacher

ADMINISTRATIVE ORGANIZATION - TEACHER EDUCATION


DEAN
EDUCATION
F. GILES
CHM-C&I
CHM-EDPSY
CHM-EDEPS
DIR. ADV.SER.
DIR.FIELD EXP.
DIR.SCH/COLL. PLACEMENT
CHM. T.E.COUN.
REP. OF DEAN
T. E. P.
Advisory Committee
(Administrative)
CHM. - Assistant Dean
ASSISTANT DEAN EDUCATION
Coordinator of Teacher Educ.
H. BOROUGHS
COLLEGE FIELD COMMITTEES
LANG. A
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APPLIE
PRE-SC
MID. S
COORDINATOR
TEPFO-CLINIC
ELEMENTARY
OPERATIONS COMMITTEE "A"
OPERATIONS COMMITTEE "B"
COORDINATOR
INNER CITY
TEPFO PATTERNS
"STANDARD" PATTERN
ELEMENTARY
SECONDARY
UNIV. FAC. COM.
STEERING COMM.
NORTHSHORE
ELEM-SEC.
TEPFO
UNIV. FIELD COORDINATOR
UNIV. FAC. COM.
STEERING COMM.
SHORELINE
ELEM.-SEC.
TEPFO
UNIV.FIELD COORD.
UNIV. FAC. COM.
STEERING COMM.
RENTON
ELEM.SEC.
TEPFO
UNIV. FIELD COORD.
UNIV. FAC. COM.
INNER CITY
TEPFO
UNIV. FIELD COORD.
DIRECTOR
TEACHER CORPS
UNIV. FIELD COORD.
UNIV. FAC. COM.
STEERING COMM.
N. SEATTLE
ELEM-SEC.
TEPFO
UNIV. FIELD COORD.
DIRECTOR
UNIVER.-SEATTLE
SCHOOLS-URBAN
TEACHER EDUC.
PROJECT
EPDA B-2
UNIV. FAC. COM.
ELEMENTARY MUSIC
UNIV. FIELD COORD.
UNIV. FAC. COM.
EARLY CHILDHOOD EDUCATION
UNIV. FIELD COORD.
UNIV. FAC.
COMMUNIC
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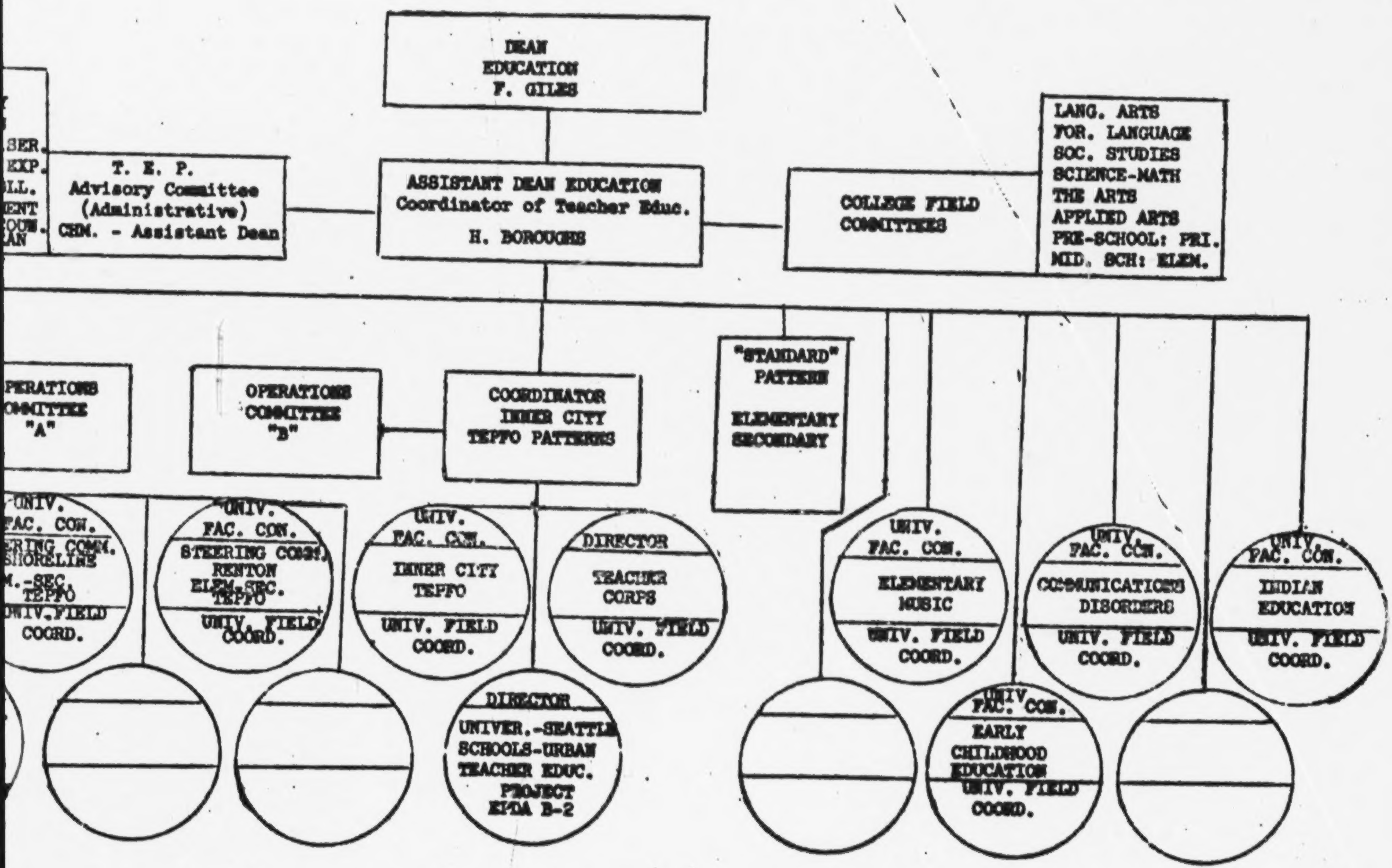
DMINISTRATIVE ORGANIZATION - TEACHER EDUCATION



DEAN
EDUCATION
F. GILES
ASSISTANT DEAN EDUCATION
Coordinator of Teacher Educ.
H. BOROUGHS
T. E. P.
Advisory Committee
(Administrative)
CHM. - Assistant Dean
SER.
EXP.
LL.
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OUS.
AN
COLLEGE FIELD
COMMITTEES
LANG. ARTS
FOR. LANGUAGE
SOC. STUDIES
SCIENCE-MATH
THE ARTS
APPLIED ARTS
PRE-SCHOOL: PRI.
MID. SCH: ELEM.
PERATIONS
OMMITTEE
"A"
OPERATIONS
COMMITTEE
"B"
COORDINATOR
INNER CITY
TEPFO PATTERNS
"STANDARD"
PATTERN
ELEMENTARY
SECONDARY
UNIV.
FAC. CON.
ERING COMM.
SHORELINE
M.-SEC.
TEPPO
UNIV. FIELD
COORD.
UNIV.
FAC. CON.
STEERING COMM.
RENTON
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UNIVER.-SEATTLE
SCHOOLS-URBAN
TEACHER EDUC.
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CHILDHOOD
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FAC. CON.
COMMUNICATIONS
DISORDERS
UNIV. FIELD
COORD.
UNIV.
FAC. CON.
INDIAN
EDUCATION
UNIV. FIELD
COORD.

COMMITTEE ROLES

The TEP Advisory Committee

Designed as an administrative advisory group with ex-officio membership. The primary purpose is to involve directly and meaningfully in the evaluation, development and administration of the TEP those whose administrative positions have a significant bearing and responsibility upon teacher education. Greater involvement in the plans and operations, specifically pertaining to the TEP, with a resulting increased flow of information and input from within the faculty is a prime goal. All actions of the committee are advisory to the Dean of the College of Education.

Operations Committee

A. TEPFO - North Seattle (Ingraham, Lincoln, Hale consortia); Shoreline; Northshore; Renton

B. TEPFO - Inner City TEPFO; Teacher Corps; Seattle Schools - University Professional Education Program (EPDA, B.2).

The Operations Committee serves as a unifying, decision recommending body. Representation will include a minimum of four representatives from each involved Steering Committee: 1. Field Coordinator 2. University Faculty Consultant 3. Two elected field members (Cooperating Principals and/or teachers). Arrangements should provide for one field member to be a designated representative of the Professional Association.

Primary functions include: continuous evaluation of all facets of TEPFO: recommendations for improvement of the TEPFO pattern and/or the operational procedure; detailed examination and planning regarding such a priori considerations as differentiated staffing, competency identification, intern selections, quality control; integration of pre-service and in-service experience; implications and implementation study of the 1971 Certification Standards; etc.

Steering Committees

The Steering Committee is a "grass'roots", individualized TEPFO body. Membership includes the University Consultant, Field Coordinator(s), cooperating principals and selected field associate teachers. One field member should be identified as the Professional Association Representative (PAR).

The primary functions are generally duplicative of those enumerated for the Operations Committee but are specifically identified with a particular localized pattern. The concerns and recommendations of the Steering Committee are brought to the Operations Committee by its ex-officio and selected representatives.

Role Description
TEPFO Clinic Coordinator (Elementary) 1971-72

Primary Functions

1. Coordinate all programs, research, and evaluation directly related to the TEPFO Clinic (Elementary).

2. Provide liaison with cooperating schools for the purpose of obtaining school district inputs into the clinic, clarifying teacher education goals and procedures, and identifying problems affecting the inplementation of such a field oriented teacher education program.

3. Organize and chair the Elementary Clinic faculty meetings and implement as much as possible the recommendations of the committee.

4. Provide assistance whenever needed to field coordinators responsible for liaison between the clinic faculty and the respective school districts.

5. Coordinate the clinic function within the broader program of teacher education in the College of Education.

6. Be responsible for and teach the special EDC&I 496 class for first year field associates (teachers supervising U of W interns).

7. Represent the clinic faculty in all meetings affecting the operation of the clinic.

Accountability

1. Keep records of all developments and disbursements.

2. Provide to the coordinator of Teacher Education with appropriate reports on program development.

3. Develop and disseminate clinic program projections for a two year period to include the current operational year.

Lateral Relationships

1. Report directly to the Director of Teacher Education.

2. Coordinate clinic functions with the C & I area chairman.

3. Chair and implement the plans of the clinic (TEPFO) steering committee.

4. Assist the principals of elementary schools involved in the program.

5. Assist in implementing the plans of the clinic faculty.

ATTACHMENT I

TEPFO - 1971-1972

ROLES AND RESPONSIBILITIES
FOR PARTICIPANTS IN TEPFO ELEMENTARY

The following material was prepared by Task Force #1 established in 1969-70. It represents much time and effort on the part of many dedicated people. A clear delineation of roles is necessary and that the task force has provided. It has been reproduced with minor editorial changes for the information and guidance of all concerned with the teacher education pattern: field oriented (TEPFO) in 1971-72.

TASK FORCE I -- Roles and Responsibilities

This Task Force considered the responsibilities of Intern, Field Associate, Principal, and Field Coordinator. There is an introductory paragraph concerning each, followed by a listing of responsibilities.

INTERN

Each intern is responsible for his own learning and continuous professional growth. Throughout the year the Intern must be cooperative in the classroom, always showing concern for the students. He should be dedicated enough to the teaching profession so that he will be receptive to criticism and be willing to share ideas.

The intern's first role is as a student with the responsibility of completing his university education to adequately prepare him as a teacher. The first two quarters the Intern's role remains primarily that of student. That is, a student in the setting of the Clinic and field combined, with priorities in both areas determined to support mutually the Intern's role as a student of the teaching-learning process. It should be recognized that the intern has had no previous education methods and theory courses. The third quarter the intern's role shifts to that of teacher with exclusive responsibilities in the cooperating school.

I. Student-Learner

- A. Attendance at Clinic sessions and active participation in them
- B. Attendance at assigned school in the field
- C. Question Field Associate concerning his class, his methods, the profession, and attempt to learn all that is possible to learn from him.
- D. Attempt to apply techniques learned from Field Associate and Clinical Professors.
- E. Learn how to observe and make periodic observations in various rooms and grade levels of different types of teachers.
- F. Complete all Clinical assignments.
- G. Develop analytical, constructive life-style toward teaching-learning problems.
- H. Attend meetings with Field Coordinator

II. Observer

- A. Systematic observations of Field Associate for specific things. Use instruments provided to assist intern in observations.
- B. Observe other grade levels in assigned building.
- C. Observe teachers and other interns in other schools.
- D. Be observed by Clinical Professors, Field Associates, Field Co-ordinator, Principal, and other interns. Discuss these observations with the observer when possible.

III. Teacher

- A. Prepare and present lesson plans to Field Associate
- B. Instruct students in assigned class according to graduated plan with F.A.
- C. Participate in parent-teacher conferences at discretion of F.A.

I. Responsibility for Orientation of Intern

A. Acquaint Intern with school personnel.
B. Provide Intern with school schedules
C. Inform intern of school policy on discipline, rules, grades, etc.
D. Acquaint intern with physical plant, and assist in learning how to operate A.V. equipment in the building.

II. Responsibility to be a Teacher-model

A. Teach specific lessons for the intern's observation. Discuss with him.
B. Demonstrate specific methods and strategies in teaching. Discuss with Intern.
C. Share and demonstrate classroom management techniques.
D. Explain how he plans. Share the process of unit, as well as individual lesson planning with the Intern.
E. Make available the various teacher Guide books and explain how he uses them
F. Share various teaching aids.
G. Help Intern understand the importance of a neat environment, bulletin board use, etc.
H. Assist Intern in starting a file of materials and aids by demonstrating how he does this.
I. Demonstrate flexibility in adjusting time for the intern in all of the above
J. Above all, share his own philosophy about teaching with the Intern. Help the Intern to "catch" a genuine concern for the students in the class and to see them as individual, real people for whom he has accepted a responsibility.

III. Responsibility to be a Teacher-Advisor

A. Plan with Intern to fit assignments from the Clinic into the classroom schedule.
B. Provide Intern with appropriate amount of planning time
C. Preview and critique lesson plans the Intern submits.
D. Analyze Intern's needs and give him the help he needs.
E. Give constructive criticism when the Intern teachers.
F. Willing to devote time to share ideas with Intern.

IV. Responsibility to be an Observer

A. Initially demonstrate for the Intern, then provide Intern with opportunities to demonstrate specific strategies and methods. Discuss with Intern.
B. During the 3rd quarter set up a minimum number of times agreed between you and Intern in which you will observe and critique the Intern.

V. Responsibility to be an Evaluator

A. Help Intern learn to be self evaluative--insist on self-evaluation on each lesson plan, at first.
B. Throughout the three quarters evaluate and discuss the intern's teaching, using the instruments provided, in order to guide the Intern in improving his performance.

C. During first and second quarter Field Associate and Intern should set up a procedure for continuous written evaluation. The last quarter there should be at least a minimum of three times per week for written evaluation followed by discussion time with the Intern.
D. Thoughtfully compile the three quarter evaluations due the University and discuss with the Field Coordinator and Intern. Keep this form in mind throughout the year as a guide to all evaluations.

VI. Responsibility to be Adult and a Real Person

A. Attend seminars planned for Field Associates and discussion of Clinic
B. Emphasize professional responsibilities with Intern and be professional in your staff relationships.
C. Be confident; not threatened, during the three quarter experience. Be perceptive in making this time especially helpful to the students in your classroom.
D. Receptive to educational innovations.
E. Establish with parents and the children the professional role of the Intern as a second teacher in the class.

PRINCIPAL

The principal should be committed to the field oriented program and have a clear understanding of the over-all program and its responsibilities. The principal should:

be a referral source for Field Associates

help plan Intern's acitivities with F.A.'s and F.C.'s cooperation as they relate to policies in his building and the district.

share with the F.A. and F.C. the responsibility for the Intern

help in the selection of F.A.'s in his building and in the selection of interns.

Assist in the evaluation of the Intern.

I. Commitment to TEPFO Program

A. Understand the program and be committed to it. This can be facilitated by:
   1. Carefully reading the orientation materials in order to gain a realistic expectation about the year long intern program.
   2. Work closely with the Field Coordinator.
B. Have regular set meeting with personnel in his building.
   1. Initial orientation meetings with Interns to acquaint them with the building and its policies.
   2. Meet at least twice a quarter with his F.A.'s to assess the progress of the program.
   3. Meet some with both F.A.'s and Interns. The F.C. might be present at these meetings.
   4. Consider any regular meetings of the program open to him.
C. Attend the occasional meetings of TEPFO principals with F.C. and District administrator.

II. Responsibility in Selection of Personnel

A. Interview prospective candidates for assignment to his district Principals should interview by district, have definite part in selection of Interns both for his district and for his school

B. Assist in the selection of Field Associates, according to the criteria as determined. Important that the F.A. volunteer and have a serious interest in Teacher Education

C. Work with Field Coordinator in match and assignment of Intern to Field Associate(s).

III. Responsibility in Implementation of Project

A. Orient Interns to building and district policies

B. Serve as sounding board for F.A.'s and Interns

C. Referral source for F.A.'s

D. In conference with the F.A. and F.C. help plan Intern's activities, observe them when possible, and help them with constructive criticism

E. Confer with F.C. concerning use of Interns in his building and in the event problems occur.

IV. Responsibility to Evaluate

A. Assist F.A. and F.C. in determining who is to receive temporary certification. Help in the final evaluation of Intern.

B. Participate in conference if problems between F.A. and Intern reach proportions that might necessitate the termination of Intern in his building.

C. Evaluate the F.A.'s in his building as to their ability

D. Assist in evaluation of F.C.

FIELD COORDINATOR

The Field Coordinator has somewhat the role of an ombudsman. He is to relate positively to the various groups within the project, working to facilitate communication and understanding between them that will result in smooth progress and accomplishments of the goals of Interns, University, and Field. He is to try to fairly represent the interests of each of the above groups.

He has a particular responsibility to the Interns to help provide for them the most ideal experience po-sible that will result in a growing, enthusiastic, confident, professional teacher.

In addition to specific professional requirements he should have a deep interest in and commitment to teacher education as well as possess certain personal qualities:

- like people and enjoy working with them
- have sensitivity to the feelings of others, be alert to potential problems, yet be able to be objective and confident in making decisions to help solve them.
- have a positive approach to problems and life in general

empathy with college age students--be able to listen
appreciation of and respect for individual differences
be enthusiastic about the teaching profession--high standards with a sense of responsibility for one's role and its influence

I. Requirements

A. Advisable to have Master's Degree, but should certainly have--
B. Teacher Education Experience. A sincere interest in teacher education and willingness to keep informed of current developments. Prior successful experience supervising student teachers.
C. As wide experience as possible of successful teaching. Should have been over several grade levels; would be helpful if at both elementary and secondary.
D. Recommendations should indicate evidence of:
  1. Leadership qualities
  2. Organizational and administrative ability
  3. High professional standards
  4. Personality that is confident, secure, positive, able to relate with others.
  5. Ability to understand and work well with college age students.
  6. Understand and be able to convey to intern a teacher's professional responsibility to the parents and the community for the education of their children. A teacher's concern is not to be only with himself and his abilities but with what happens to children as he works with them.

II. Responsibilities

A. Selection and Assignment
  1. Assist in the selection of intern and in assignment to specific buildin
  2. Plan for activities that will enable the F.C. to gain the knowledge about interns, F.A.'s, and schools that is necessary to make a satisfactory "match" of Intern and F.A. This would be in the quarter before the Intern enters the program, and would be a part of the orientation.
  3. After the selection of Intern F.C. should have individual interview to help with #2 above.
  4. The permanant assignment should not be made until about three or four weeks into the first quarter. It would be made on the basis of the knowledge gained about the intern during the first quarter orientation activities. Even after the assignments are made, all personnel should be helped to understand that adjustments are to be expected. They are possible and may be a result of either problems that have developed or an effort to expand the Intern's grade level experience.

B. Orientation

  1. Preliminary--the quarter before the Intern enters the program.
     a. meeting of personnel
     b. explanation of the orientation program during the first part of first quarter--a schedule of events provided.
     c. explanation of and schedule of Clinic activities and how to be related to classroom.

        - d. description of various roles, assignment policies, observation tasks
        - e. alert all as to what can be expected of the Interns.
    2. Assist in the planning of the orientation weeks, help coordinate them. This period of time is of the greatest importance in setting a pattern of relationships that will bring success for all concerned. The details of this period and the F.C. responsibilities should be expanded in another section.
    3. During this period the F.C. should be very alert to possible problems, to any intern who should be encouraged out of the project, and to make decisions to correct the problem before it becomes too complicated.

C. Responsibilities to be met during the progress of the program.

    1. To keep informed about the progress of the program, and the quality of its operation. Therefore, responsible for continuous evaluation of program and for channeling recommendation to appropriate people.
    2. To act as liason between Intern, F.A.'s, Principals, District administration, professional association, University of Washington Clinic professors
        - a. Assist in resolving problems
        - b. Help in coordinating clinical and classroom experiences
        - c. Participate in enough of the Clinical experience to be able to communicate to the F.A.'s.
    3. Responsibilities to Intern
        - a. For orientation, assignments, and "match" of Intern with F.A.
        - b. For planning and implementing seminars, special meetings for interns in the field.
        - c. Counselor for interns
        - d. To assist in planning Interns' field experience in consultation with F.A.'s and Principals.
        - e. Assist in observation of intern's performance in the classroom and thus be able to reinforce the F.A.'s observations, teaching, and evaluation of the Intern.
        - f. Participate in final evaluation of intern, but be ready at any time to make the decision regarding termination of intern's participation in the program.
        - g. Advise personnel department in district of Intern's ability, recommending hiring.
        - h. Determine temporary certification list.
        - i. Write recommendation for Interns.
        - j. Be able to interpret the Interns' needs to others in the program

    4. Responsibilities to Field Associates

        - a. Orient to program
        - b. Assist with interrelated inservice education of Field Associates
        - c. Confer frequently with F.A. concerning Intern; help plan his program to meet the individual needs of the Intern, F.A., and class as much as possible.

d. Assist in interpreting the University policies and the Clinic
3. Assist in observation and evaluation of Intern
f. Help in working out any problems that develop -- keep close personal contact with each classroom. Therefore, when needed, plan to call meetings within a building of all the F.A.'s and the Principal to assure smooth operation.

5. Attend appropriate meetings related to the project (e.g. committees, district and University)

6. Interpret Intern program to district.

7. Be aware of need for publicity.

ATTACHMENT II

UNIVERSITY OF WASHINGTON

College of Education

Acknowledgement

The following people prepared the guidelines contained in this booklet. This group also comprised the TEPFO: Secondary Steering Committee for 1970-1971.

Co-Chairmen:

Norma M. Dimmitt	University Faculty Consultant
Clifford D. Foster	University Faculty Consultant

Northshore:

Carroll R. Siverson	Principal, Inglemoor High School
Miss M. Jean Reichert	Field Associate and Professional Association Representative, Inglemoor
Miss Michele Moquin	Intern Representative, Inglemoor (F-W)
Alan Buchanan	Field Coordinator

Shoreline:

George L. Soltman	Principal, Shoreline High School
Joseph Leopold	Department Head, Social Studies, Shoreline High School, Professional Association Rep.
Norman Reese	Field Associate, Shoreline High School
Wayne Nicholson	Intern Representative, Shoreline High School (F-W)
Mrs. Lillian Hancock	Field Coordinator
Harry Guay	Coordinator In-Service and Assessment, Shoreline School District
William Sloan	Intern Representative, Shoreline High School (W-S)

Seattle, Northeast Education Complex

Edwin Nelson	Field Coordinator
Fred Klingback	Assistant Principal, Nathan Hale High School
Mrs. Jane Nelson	Field Associate, Jane Addams
Reed Sargent	Assistant Field Coordinator (Elementary) and Professional Association Representative
Kathy Haglund	Intern Representative, Jane Addams (F-W)
Jack Wheeler	Intern Representative, Nathan Hale (F-W)
Forrest Johnson	Intern Representative, Jane Addams (W-S)
Kathy McGaughey	Intern Representative, Nathan Hale (W-S)

GUIDELINES FOR TEPFO: SECONDARY

1971-1972

Introduction

These guidelines have been developed to clarify the rationale and operational procedures for TEPFO: Secondary. Included are statements of (1) goals, (2) rationale, (3) roles and responsibilities, selection criteria and commitments for participants, and (4) evaluation procedures.

The contents, designed to enable TEPFO: Secondary to function in a diversity of field centers, provide parameters for different levels of responsibility within a systematic management system. There is ample opportunity for adaptation within this structure to accommodate needs peculiar to a particular field center.

The guidelines were developed by the TEPFO: Secondary Steering Committee during 1970-71. The committee presents them as tentative statements to be field-tested during 1971-72. With continuing experiences in performance-based, field-oriented teacher education modifications of the guidelines will no doubt be necessary. This assumption is consistent with the developmental philosophy which undergirds TEPFO: Secondary.

Final consideration by appropriate decision-making bodies in the University and the field will be necessary for the adoption of these guidelines as policy statements.

Your suggestions will be welcomed.

GOALS FOR TEPFO: SECONDARY, 1971-1972

Compared to traditional teacher education programs, TEPFO will improve the learning/teaching experience for all participants.

For Students in participating classes, TEPFO will provide:

- greater variety in the total learning situation,
- more effectively presented and evaluated learning experiences,
- consistent opportunity to participate in evaluation, and
- increased personal attention.

For Prospective Teachers (Interns), TEPFO will provide:

- a broader spectrum of professional experiences,
- longer practical experience, and
- direct application of clinical experiences.

For Cooperating Teachers (Field Associates), TEPFO will provide:

- feedback and recognition from fellow professionals,
- a broader scope of professional experiences, and
- stimulation and assistance in developing and evaluating new learning experiences.

For Professional Associations, TEPFO will provide:

- opportunity for active participation in the development and conduct of a teacher education program, and
- active involvement in upgrading the profession.

For the Local School District, TEPFO will provide:

- access to better qualified teachers,
- demonstrable, specific program improvements,
- more effective use of educational resources, and
- increased community support.

And for the Teacher Education Institution, TEPFO will provide:

- a closer working relationship with educators in the field,
- more response to community needs,
- involvement of all concerned faculty in building teacher education curricula,
- development and field testing of performance-based, field-oriented teacher education, and
- better qualified educators, at all levels of the institution.

RATIONALE FOR TEPFO: SECONDARY

TEPFO: Secondary is built on the following assumptions:

A. TEPFO is performance-based.

1. Evaluation is based on completion of assigned written and classroom performance tasks in place of traditional letter grading.
2. Criterion measures are developed for the evaluation of performance and classroom tasks.
3. Performance tasks reflect a balance of theory and practice. Classroom tasks are scheduled to provide reinforcement of theory inputs.
4. Inservice training for field associate teachers permits maximum communication between University and field components and provides training in the evaluation of performance tasks.
5. Systematic communication between University and field components assures relevancy of performance tasks.
6. Screening of candidates assures selection of interns who have adequate academic preparation.
7. Screening also provides for assessment of personal attitudes considered necessary for success in TEPFO.
8. Screening assures selection of interns who can devote the necessary amount of time for successful participation.
9. Screening of candidates involves both field and University personnel.

B. TEPFO may be either field-oriented or field-centered.

1. Definitions:
    a. A field-oriented program provides theory inputs in a campus clinic with concurrent supporting field experiences.
    b. A field-centered program provides theory inputs at the site where field experiences occur.
2. The success of a performance-based, field-oriented pattern is based upon two factors:
    a. Availability of field associate teachers who fully understand the program, are committed to it, and are especially oriented toward a cooperative training approach.
    b. Participation of University faculty committed to this approach, who tend to be flexible and are especially oriented toward working with field practitioners.
3. In practice, programs usually begin with a field-oriented focus and shift to a field-centered base when a cadre of teacher trainers become available in the field to provide theory input on site.

C. TEPFO requires full commitment from the triad (University, school district, professional association).

1. The philosophy of the program is developed cooperatively.
2. Adequate opportunity is provided for triad representatives to plan for the implementation, evaluation, and improvement of the program.

3. There is continual dissemination of information to develop an understanding of the program among potential cooperating triad members.
4. A system of staff differentiation provides one means of attaining the objectives of the program.
5. A representative policy-making body governs the direction and progress of the program.
6. The clear definition of lines of communication provides two-way response and grass roots involvement.
7. Sufficiently flexible policies are established to meet individual needs and extenuating circumstances.
8. There are provisions for maximum mobility of University personnel throughout field training sites.
9. Continued theoretical inputs to field personnel assure greater consistency in training experiences for interns.

D. TEPFO: Secondary is based on coursework that is clinical in nature.

1. A clinical program provides a diagnostic approach to the assessment of individual strengths and weaknesses.
2. Assignment of precision teaching tasks provides the basis for diagnosis.
3. Regular evaluation of performance tasks permits reinforcement of strengths and remedial measures to eliminate weaknesses.
4. A common professional vocabulary maximizes diagnostic procedures in clinic and field experiences.

E. TEPFO: Secondary provides temporary certification during the final quarter of participation.

1. Temporary certification gives the intern certain rights and responsibilities that should clearly be understood.
2. Depending upon the particular individual and situation, the intern may teach at some point between close supervision and the freedom of a fully certified teacher.
3. Supervision of the intern will be individualized.
4. The legal responsibilities of the intern are those of a regularly certificated public school teacher.
5. The intern has the status of a regularly certificated teacher in his relationship with other classroom teachers, his department head, and the school principal.
6. The intern should be given access to confidential materials and information as these relate to his functioning as a certificated teacher.
7. When not in a supervisory role, the field associate teacher of a certificated intern may work according to the plan developed with his department head and building principal.
8. When a substitute is called for a field associate teacher who has a certificated intern, that substitute may be used according to the discretion of the building principal.
9. The manner in which the intern deals with parent contacts and conferences and with the reporting of various kinds of student behavior is consistent with the procedures of his assigned school.

10. Within the limits of the authority given him, the intern, when he is the agent closest to the situation, should work as a regularly certificated teacher. He should, however, regularly seek advice and assistance from his field associate teacher.
11. Each building principal provides the intern with a written statement defining the parameters of his responsibilities, rights, and sources of referral in times of emergency.

F. TEPFO: Secondary includes experiences within the total range of school activities (e.g., administration, guidance, special education, etc.).

1. A well-defined orientation procedure to both the school and the district includes:
    a. Physical locations
    b. Key personnel
    c. Important programs
    d. Routine and special procedures
2. Continuing contact with supportive district personnel is provided.
3. Meaningful field trips are planned throughout the district and to neighboring districts to observe special facilities or programs.
4. The program is designed around those schools that are totally committed to the program.

ROLES, RESPONSIBILITIES, AND SELECTION CRITERIA FOR PARTICIPANTS IN TEPFO: SECONDARY

The success of TEPFO: Secondary depends on mutual cooperation of all participants; i.e., interns, field associate teachers, school principals, professional association representatives, the school district administrative officer, University field coordinators, University faculty consultants, clinical professors, clinical associates, and the University administrative officer.

To facilitate this mutual cooperation, roles and responsibilities have been specified for each level of participants; to insure a quality program, selection criteria and essential commitments have been identified for these participants.

I. INTERN

The success of TEPFO: Secondary depends, to a large extent, on the intern's ability to assume a variety of roles and role responsibilities. During the first quarter the learner role is emphasized -- that is, the intern is a student of the teaching-learning process, functioning in the combined University-field setting. During the last quarter, although the intern role functions entirely in the field setting and shifts to a teacher emphasis, some aspects of the learner role continue making it necessary for the intern to assume possible conflicting responsibilities simultaneously.

As a learner, the intern's prime concern is completing University requirements for certification and developing competencies considered essential to good teaching. As a teacher, the intern's major concern is the academic and personal welfare of students in the field setting.

A. Intern Roles and Responsibilities

1. Learner Role

As a learner the intern is responsible for:

a. Becoming acquainted with faculty, staff, school facilities, district and community during orientation period.

b. Attending and actively participating in the Clinic in Teaching Strategies (EDC&I 496).

c. Attending and actively participating in other University courses included in TEPFO: Secondary (EDPSY 308 and appropriate special methods courses).

d. Meeting individually and in scheduled seminars with University field coordinator.

e. Identifying field associate teacher's general philosophy of education and determining how this philosophy relates to his style of teaching.

f. Observing the individual behavior and interactions of learners in the assigned classroom(s).

g. Observing field associate teacher systematically, focusing on specific teaching behaviors emphasized in the Clinic.

h. Questioning field associate teacher concerning the class, his teaching methods, the profession, the community -- attempting to gain as much practical knowledge as possible.

i. Making periodic observations of other interns, teachers, grade levels, content areas, etc.

j. Applying techniques learned from the field associate teacher and clinical professors; adapting to learner and environment when necessary.

k. Discussing with the observer (field associate teacher, University field coordinator, etc.) ways to improve the instruction that was observed.

l. Completing all assigned Clinic and field tasks.

m. Developing an analytical, constructive approach to solving teaching-learning problems.

n. Using available resources and aids (field and University) to promote personal growth in teaching.

2. Teacher Role

As a teacher the intern is responsible for:

a. Assuming responsibilities for limited types of instructional interaction as soon as possible.

b. Preparing and presenting lesson plans to the field associate teacher for discussion and approval.

c. Preparing and presenting instructional units to the field associate teacher for discussion and approval.

d. Instructing students in assigned classes, assuming increased teaching responsibility according to preparation level and ability determined mutually by intern and field associate teacher.

e. Accepting various extra-class responsibilities expected of a teacher; e.g., student assemblies, student activities, etc.

f. Constructing and administering evaluation instruments to learners.

g. Keeping records of learner progress and discussing progress with them, where possible.

h. Making regular evaluations of own progress in applying teaching techniques and discussing these with the field associate teacher.

i. Participating in parent-teacher conferences at the discretion of the field associate teacher.

j. Assuming responsibility for other teaching assignments; e.g., special interest classes, when need arises.

k. Experimenting with and evaluating various approaches and techniques to establish his own unique style of teaching.

3. Faculty Member Role

As a faculty member the intern is responsible for:

a. Attending faculty meetings, except when a meeting time conflicts with scheduled University courses.

b. Participating in the extra-school activities; e.g., art shows, athletic events, etc.

c. Attending P.T.A. meetings as specified by the building principal.

d. Joining a professional organization (includes liability coverage).

e. Sharing in regular faculty expenses based upon involvement; e.g., coffee money, treats, etc.

4. Personal and Professional Role

As a maturing professional person the intern is responsible for:

a. Relating positively with all levels of University and field participant.

  b. Receiving criticisms and suggestions and being open to learning opportunities.
  c. Assuming responsibility for own learning and continuous professional growth, recognizing the professional behavior patterns that are developing.
  d. Dressing according to norms of the field assignment and professional standards.
  e. Pacing the work required for Clinic and field responsibilities.
  f. Maintaining a realistic balance between role responsibilities outside TEPFO; e.g., family, social, and those responsibilities assumed within TEPFO roles.

B. Selection Criteria and Commitments

  1. Basic Criteria for Intern Selection
    a. Completion of all academic preparation prerequisites for TEPFO participation.
    b. Full awareness of the core of training activities which constitute TEPFO.
    c. Full awareness of the demands which TEPFO places on the intellectual, physical and financial resources of the intern.
    d. Responses to human relations testing instruments or techniques, which are within limits that would indicate good orientations toward the interpersonal relationships with professional associates and students.
    e. Acceptable responses to a structured interview by an experienced TEPFO team or team member.
    f. Acceptable interactions with a field associate and other personnel during visitation to a TEPFO school.

2. Commitments Essential for TEPFO Interns
    a. Interns must enter TEPFO with acknowledgement of the implications his decisions and actions have on all other TEPFO participants.
    b. Interns must realize that the extent of resources and the complexity of the TEPFO organization place some definite bounds on the alternatives open to him.
    c. Interns must be willing to function constructively and communicate openly to maintain the spirit and achieve the objectives of TEPFO: Secondary.

II. FIELD ASSOCIATE TEACHER

The field associate teacher's primary role is that of teacher; that is, teacher of students who are assigned to him and, simultaneously, teacher of the intern placed with him. As a teacher of teachers, he must assume a broad variety of sub-roles. He is a model in planning and implementation procedures, a critic, a counselor, a listener, a morale builder. He is concerned with the intern's progress to the extent of being willing to share his time, ideas, and class; he is confident in himself and open to the changes new ideas bring; he is flexible and innovative in his planning; he enjoys college age students and is able to communicate with them; he has a continuing interest and commitment to teacher education. (However, paramount to him is the concern with maintaining and promoting quality education for the students in his classroom.)

A. Roles and Responsibilities of Field Associate Teacher

1. Orientor Role

As the orientor, the field associate teacher is responsible for introducing the intern into the environment of his secondary school assignment by discussing:

a. School policies; e.g., amenities of introductions to school personnel; explanation of school schedules; explanation of policy on discipline, rules, grades, etc.;. acquaintance with the physical plant, library facilities, learning centers, audio equipment, etc.

b. His own philosophy of education.

c. The broad objectives in each of his classes.

d. His method of year long, unit, and individual lesson planning.

e. Information concerning individual students where appropriate.

f. His classroom management procedures.

2. Teacher-Model Role

As a model teacher the field associate teacher is responsible for:

a. Teaching and discussing specific lessons for the intern's observation.

b. Demonstrating and discussing specific methods and strategies in teaching.

c. Sharing and demonstrating classroom management techniques.

d. Explaining the how and why of his plans and teaching in various classes; encouraging the intern to question and probe.

e. Demonstrating uses of various teaching aids.

3. Supervisor Role

As a supervisor of the intern's development, the field associate teacher is responsible during the first quarter for:

a. Helping the intern complete his orientation activities.

b. Planning for intern visitation and observation in a variety of classes

c. Discussing these observations with intern.

d. Involving intern in beginning student interaction according to his readiness; i.e., taking roll, correcting papers, helping individuals or small groups, demonstrating a single item, etc.

e. Helping intern plan, teach, and critique a lesson as assigned in clinic. This may be with small group at first, then the whole class.

f. Determining intern's teaching responsibilities in a progression realistic to his ability.

g. Carefully observing and critiquing this early teaching of the intern.

As a supervisor of the intern during the last quarter, the field associate teacher is responsible for:

a. Individualizing the intern's second quarter teaching responsibilities and involvement, discussing options with University field coordinator to maximize the intern's range of experiences.

b. Deciding what plans are necessary for the intern, how and when they are to be submitted and discussed before use.

c. Planning for systematic observation of the intern's teaching and critiquing these with him. When intern is teaching full time this should occur a minimum of five times a week.

d. Analyzing the intern's needs with him and giving constructive criticism.

4. Evaluator Role

   As evaluator of the intern's teaching competence the field associate teacher is responsible for:

   a. Helping the intern learn to become self-evaluative by: insisting on self-evaluation on each lesson plan; encouraging the intern to keep a diary-type notebook concerning his feelings and attitudes that develop throughout this experience; helping him to know and understand himself.
   b. Observing intern's teaching systematically, analyzing intern needs and strengths, and providing constructive criticism.
   c. Becoming familiar with the University evaluation instrument and using this as a guide for all evaluations of intern performance.
   d. Completing, thoughtfully, the first quarter and final evaluations required for University class and intern placement file records.

5. Personal and Professional Role

   As a professional educator the field associate teacher is responsible for:

   a. Attending seminars planned for field associate teachers.
   b. Emphasizing professional responsibilities with intern and being professional in staff relationships.
   c. Being perceptive in making this time especially helpful to the students in your classroom.
   d. Being receptive to educational innovations.
   e. Communicating to parents and students the professional role of the intern as second teacher in the class.

B. Selection Criteria and Commitments

1. Basic Criteria for Field Associate Selection
   - a. A minimum of two complete academic years of classroom teaching experience.
   - b. Professional association with teachers who have served as field associates.
   - c. Unqualified recommendation by a school principal who thoroughly understands the objectives of TEPFO and is in accord with the philosophy of the program.
   - d. Basic knowledge of the activities and materials which will constitute the core of the TEPFO training functions.
2. Commitments Essential for Field Associate Teachers
   - a. Willingness to share his classroom with an intern for two quarters.
   - b. Willingness to change one's functions as indicated by evaluation and as needed to accommodate TEPFO innovations and adjustments.
   - c. Willingness to participate fully in on-going training and program development activities.
   - d. Capacity to interact productively with colleagues and interns in extended team endeavors.
   - e. Capacity to function constructively and openly in stressful situations.
   - f. Willingness to give priority to TEPFO responsibilities which will not interfere with general teaching functions.

III. BUILDING PRINCIPAL

The primary responsibility of the principal in TEPFO: Secondary is that of program administrator in his building. To assume the roles within this major responsibility, he must be knowledgeable of the goals and activities of TEPFO and be commited to the approach to teacher preparation. It is understood that, at the secondary level, many of the principal's responsibilities may be delegated to another building administrator; e.g., assistant principal, department head.

A. Principal's Roles and Responsibilities

1. Facilitator Role

In the facilitator role the principal is responsible for:

a. Selecting field associate teachers, assisted by the University field coordinator, according to suggested selection criteria for field associate teachers. It is important that selected teachers participate voluntarily and have a serious interest in teacher education.

b. Designating teams for interviewing prospective interns and, where possible, assisting in selecting interns for assignment to his building.

c. Working with the University field coordinator and department heads in assigning interns to field associate teachers, stressing the best possible "match" of individuals.

d. Organizing and coordinating training functions in his building.

e. Guiding problem solving functions involving TEPFO participants in his building.

f. Representing district administration in all major TEPFO organizational functions in his building.

g. Cooperating with the College of Education faculty consultant and field coordinator in carrying out training and guidance functions.

2. Advisor Role

In the advisor role the building principal is responsible for:

a. Serving as a referral source to field associate teachers for problems related to TEPFO.

b. Serving as a "sounding board" for interns and field associate teachers.

c. Consulting with field associate teachers and the University field coordinator to plan intern activities, assuring flexibility of assignment to maximize range of experiences for interns.

d. Conferring with University field coordinator concerning use of interns in his building as well as means for resolving difficulties related to TEPFO.

3. Evaluator Role

As an evaluator the building principal is responsible for:

a. Observing interns when possible and providing constructive feedback about their teaching competence.

b. Assisting the field associate teachers and University field coordinator in determining whether each intern is eligible for temporary certification during the final quarter.

c. Assisting in the final evaluation of interns, if desirable.

d. Evaluating the field associate teacher's ability to function as a teacher trainer.

e. Assisting in the evaluation of the University field coordinator.

f. Meeting regularly with participants to assess progress of TEPFO in his school.

B. Commitments of the Building Principal

1. Interest in teacher education and willingness to involve his faculty in this process.

2. Willingness to become knowledgeable about TEPFO: Secondary goals and activities.

3. Willingness to attend occasional meetings of TEPFO as necessary in his district.

4. Interest in intern progress and continuing development of TEPFO.

IV. PROFESSIONAL ASSOCIATION REPRESENTATIVE

A district professional association representative; e.g., TEPS, will be assigned to participate in each TEPFO field center. This provision represents a significant aspect of the coalition management model for TEPFO: Secondary. The PAR will participate in major TEPFO meetings and systematically observe the training functions for purposes of advising the appropriate professional organization.

V. DISTRICT ADMINISTRATIVE OFFICER

A designated school district administrative officer, commited to the philosophy of TEPFO: Secondary, will provide leadership in policy and organizational decision making related to that school district.

VI. UNIVERSITY FIELD COORDINATOR

The University field coordinator serves in a liaison capacity, much as an ombudsman, facilitating the integration of training and field experience functions, establishing positive communication among participants that results in steady progress toward accomplishing TEPFO goals, and representing fairly the interests of each group of participants. In this liaison capacity, the University field coordinator assumes several interrelated roles.

Selection of the University field coordinator is critical, making it essential to base selection on clearly defined criteria.

A. Field Coordinator's Roles and Responsibilities

1. Communicator Role

In the communicator role, the University field coordinator is responsible for:

a. Describing and explaining TEPFO: Secondary to district personnel and building participants.

b. Acquainting building participants with the various roles, assignment policies, and schedule of events for TEPFO.

c. Discussing expectations for interns with building personnel.

d. Informing field associate teachers of Clinic schedule, activities, and how these are related to classroom activities.

e. Orienting interns to the community, the district, the school.

f. Assisting in interpreting policies and procedures of the University and of TEPFO.

g. Informing the University faculty consultant, on a regular basis, about the conduct of the program.

h. Apprising the University faculty consultant of special difficulties that need resolution.

i. Providing publicity information when desirable.

2. Facilitator Role

In the facilitator role, the University field coordinator is responsible for:

a. Assisting in the selection of interns and assignment to specific buildings.

b. Providing information about interns to building personnel necessary to making a satisfactory "match" in intern-field associate teacher assignments.

c. Arranging for "get acquainted meetings" between interns and field associate teachers.

d. Adjusting intern assignments when unresolvable problems develop or when an intern's classroom experience needs to be expanded.

e. Assisting in planning and implementing the orientation phase of TEPFO, focusing on establishing a pattern of relationships that will provide successful experiences for all participants.

f. Assisting in planning intern field experiences in consultation with field associate teachers and the building principal.

g. Planning and implementing seminars and special meetings for interns, focusing on experiences in the field.

h. Helping establish correlation between Clinic content and classroom experiences.

i. Conferring frequently with field associate teachers concerning intern progress, helping plan activities to meet the individual needs of interns, classroom students, and field associate teachers as much as possible.

j. Assisting with TEPFO related inservice education of field associate teachers.

k. Attending appropriate meetings related to TEPFO; e.g., district committees, Clinic sessions.

3. Guidance Role

In the guidance role, the University field coordinator is responsible for:

a. Serving as a counselor for interns.

b. Remaining very alert to possible difficulties of interns and seeking resolutions to any problem before it becomes too complicated.

c. Serving as a "sounding board" for field associate teachers.

d. Conferring with involved participants when an intern should be encouraged out of the program.

e. Assisting all field participants in working out problems that develop.

4. Evaluator Role

In the evaluator role, the University field coordinator is responsible for:

a. Assisting in the observation and evaluation of intern's classroom performance.

b. Participating in the first quarter and final evaluation of interns.

c. Interpreting intern needs and strengths to others in the program.

d. Assisting in determining which interns should be recommended for temporary certification.

e. Writing placement file recommendations for interns.

f. Advising district personnel administrators about intern performances and capabilities.

g. Evaluating the program and operation of TEPFO continuously and regularly informing appropriate TEPFO participants of these assessments.

B. Selection Criteria and Commitments of the University Field Coordinator

1. Selection Criteria

a. Graduate level work in the field of professional education (preferably a Master's Degree).

b. A minimum of three years of successful teaching with at least one year of experience in the school district where he will serve.

c. Ability to use a wide range of teaching methods and strategies.

d. Training in interpersonal relations and communications skills, and newer supervisory techniques.

e. Knowledge of the district curriculum and personnel.

f. Recommendations of school district administrators in the present district and approval of College of Education faculty, based on specific professional requirements; e.g.,

1. Leadership qualities
2. Organizational and administrative ability
3. High professional standards
4. Ability to understand and work well with college age students

        5. Understanding and ability to convey to intern a teacher's professional responsibility to the parents and the community for the education of children.

    g. Personal qualities that facilitate positive interpersonal relationships; e.g.:

        1. Satisfaction and enjoyment found in working with people
        2. Sensitivity to the feelings of others, being alert to potential problems, yet being able to be objective and confident in making decisions to help solve them.
        3. A positive approach to problems and life in general
        4. Empathy with college age students--ability to listen
        5. Appreciation of and respect for individual differences
        6. Enthusiasm about the teaching profession--high standards with a sense of responsibility for one's role and its influence.

2. Commitments Essential for the University Field Coordinator

    a. Commitment to integrating the theoretical and practical aspects of the intern's training in a comprehensive field experience.
    b. Readiness to work closely with all participants in carrying out the activities to achieve the objectives of TEPFO.
    c. Willingness to counsel and assist interns in treating problem situations that impinge upon their achievement of professional objectives.
    d. Readiness to assist field and University TEPFO participants by accepting appropriate parts of their organizational and instructional tasks in unusual situations.

VII. UNIVERSITY FACULTY CONSULTANTS

Each TEPFO field center will be assigned a faculty consultant representing the College of Education.

A. Consultant Role

In the consultant role the faculty representative will be responsible for:

1. Providing consultation to participants at all levels of involvement in TEPFO.
2. Serving as a referral source to the University field coordinator for advice on problem situations.
3. Facilitating University and College of Education procedures and concerns related to TEPFO participants.
4. Assuming membership on designated TEPFO committees.
5. Providing leadership in development and evaluation of the conceptual program and management design for TEPFO.
6. Advising the University Administrative Officer for Teacher Education about the conduct and progress of TEPFO.

B. Selection Criteria and Commitments of University Faculty Consultants

1. Selection Criteria
    - a. Basic understanding of the total teacher education program at the University of Washington.
    - b. Basic understanding of the Washington State regulations for teacher certification.
    - c. Experience as a public school teacher, education methods instructor and student teacher supervisor.
    - d. Ability to conduct training in current teaching and supervisory strategies, and human relations and communications skills.

    e. Knowledge of the teacher training policies of the school districts and professional education associations which comprise their field center.
    f. Sufficient work-load time to manage the general college TEPFO functions.
  2. Commitments
    a. Willingness to work closely with personnel of the school district and professional association to conduct and improve the major functions of TEPFO.
    b. Acceptance of the varied tasks of managing and counseling the College of Education TEPFO participants in carrying out the teacher training functions.
    c. Readiness to counsel and assist interns with special needs in their University and field work.
    d. Commitment to placing more responsibility with field participants for the integration of teaching theory and teaching practice.

VIII. CLINICAL PROFESSORS

A. Role and Responsibilities

Clinical professors in the College of Education will plan, conduct, and evaluate clinic and field activities which correlate theory and practice.

B. Selection Criteria and Commitments

1. Selection Criteria
    a. Regular member of the teaching faculty in either the College of Arts and Sciences or College of Education.

b. Involved in teaching courses directly related to content and/or methods used in public schools.

c. Public school teaching experience.

d. Experience in advising college students working toward a teaching certificate.

2. Commitments

a. Commitment to promoting field experiences which integrate theory and content with teaching practice.

b. Willingness to gain a basic understanding of TEPFO through active participation in certain program functions.

c. Willingness to draw upon the knowledge and experience of TEPFO participants in arriving at recommendations affecting the program.

d. Willingness to work for more active involvement of University faculty members in TEPFO functions.

IX. CLINICAL ASSOCIATES

A. Role and Responsibilities

Clinical associates in the College of Education will assist with the clinic and training activities and make special classroom observations of the training functions.

B. Selection Criteria and Commitments

1. Selection Criteria

a. College of Education staff member working at the graduate study level in professional education.

b. Minimum of two years of public school teaching experience.

c. Demonstrated ability to train teachers in the use of a range of teaching strategies and methods.

    d. Training in the development of human relations and communications skills, and use of supervisory strategies.
    e. An academic major in a subject area commonly taught in public schools.
    f. Recommendations from College of Education faculty.
  2. Commitments
    a. Willingness to work cooperatively with University and field participants in developing and using effective strategies to achieve TEPFO objectives.
    b. Willingness to work closely with interns in developing their teaching skills in both theoretical and practical settings.
    c. Commitment to continued development of understanding of current teaching theories and newer teaching strategies.
    d. Willingness to act upon the directions and advice of the TEPFO University faculty consultants.

X. UNIVERSITY ADMINISTRATIVE OFFICER FOR TEACHER EDUCATION

A. Role and Responsibilities

A College of Education administrative officer will direct the policy and organizational decision making process for all TEPFO field centers.

B. Selection Criteria and Commitments

1. Selection Criteria
    a. Authority line immediate to that of the Dean of the College of Education.
    b. Sufficient work load time to take responsibility for directing the coordination of basic functions of TEPFO.
    c. Experience as a public School teacher, education methods instructor, student teacher supervisor, and college administrator.

UNIVERSITY OF WASHINGTON
College of Education
September, 1971

EVALUATION MODEL FOR TEPFO: SECONDARY

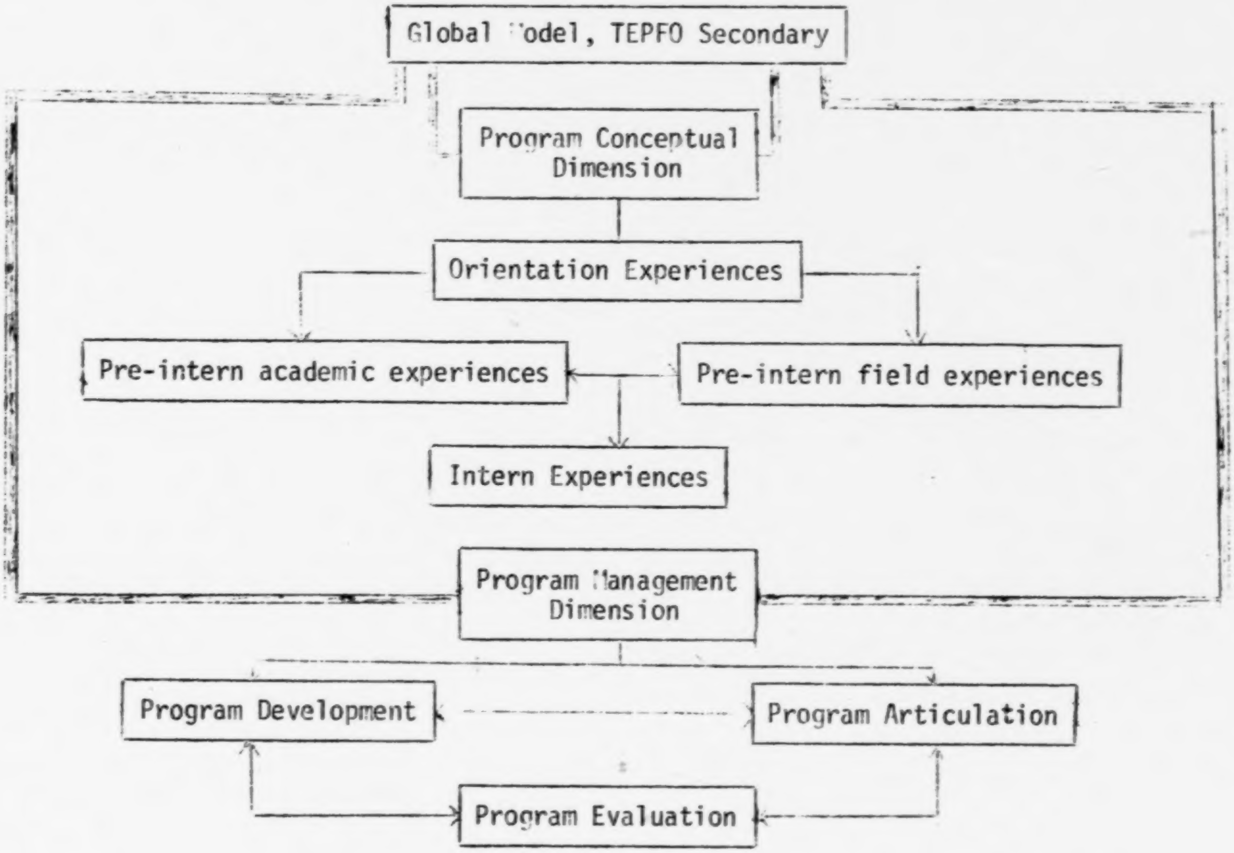
A. Rationale For The Evaluation Model

Intuitively, most persons associated with TEPFO Secondary consider this teacher preparation pattern superior to the regular pattern. However, two kinds of empirical evidence are necessary to support such a claim. First program components and an accompanying management system must be identified and the extent to which these dimensions become operational must be determined. Secondly, the quality of the products of this teacher preparation must be established.

B. Evaluation Design For The Program

1. The proposed design represents a global model based on a conceptual dimension and a management dimension. This dyadic arrangement eliminates the problem of evaluating the program outcomes in the same context with its management system. The evaluation model is designed to produce data that describe: (a) the conceptual aspects of the program, and (b) the various management roles. Analysis of these data should allow for the identification of major strengths and weaknesses of TEPFO and thereby contribute to the improvement of the program.

2. Schematic Of The Global Model


Global Model, TEPFO Secondary
Program Conceptual Dimension
Orientation Experiences
Pre-intern academic experiences
Pre-intern field experiences
Intern Experiences
Program Management Dimension
Program Development
Program Articulation
Program Evaluation

3. To examine effectiveness of the program conceptual dimension, training components for each of the four experience domains specified in the global model (orientation, pre-intern academic, pre-intern field, and internship experiences) will be identified. Then evaluation criteria can be specified to permit assessment of the extent to which these training components become operational.

4. To examine effectiveness of the program management dimension, roles for each management domain specified in the global model (program development, program articulation, program evaluation) will be identified. Then responsibilities and tasks can be assigned to each management role, permitting examination of how effectively each role performed the tasks assigned to it.

C. Evaluation Design for Assessing Intern Teaching Competence

1. The following conceptual model of teaching is based on the assumption that the identification of the independent variables that comprise the teaching process requires a framework or organizational structure. The paradigm that follows illustrates the areas of the framework. This represents a beginning for the development of a sophisticated model of teaching. It is not based on a theory of teaching, rather it is a conceptualization of areas of behaviors that characterize the process of teaching.

2. These areas of teaching behaviors (1) Instructional Preparation, (2) Instructional Implementation, and (3) Instructional Evaluation are assumed to be universal components of a systematic teaching process. They were derived from investigations of the literature and from actual classroom teaching practices in hundreds of classrooms. The foundation of the paradigm, Professional and Personal Standards, forms a baseline of affective and cognitive behaviors that profoundly affect the degree of quality that a given teacher is able to produce in the teaching-learning process. Professional qualifications, academic preparation, and personal attributes are critical non-classroom variables that have direct influence on the quality of the teaching performance.

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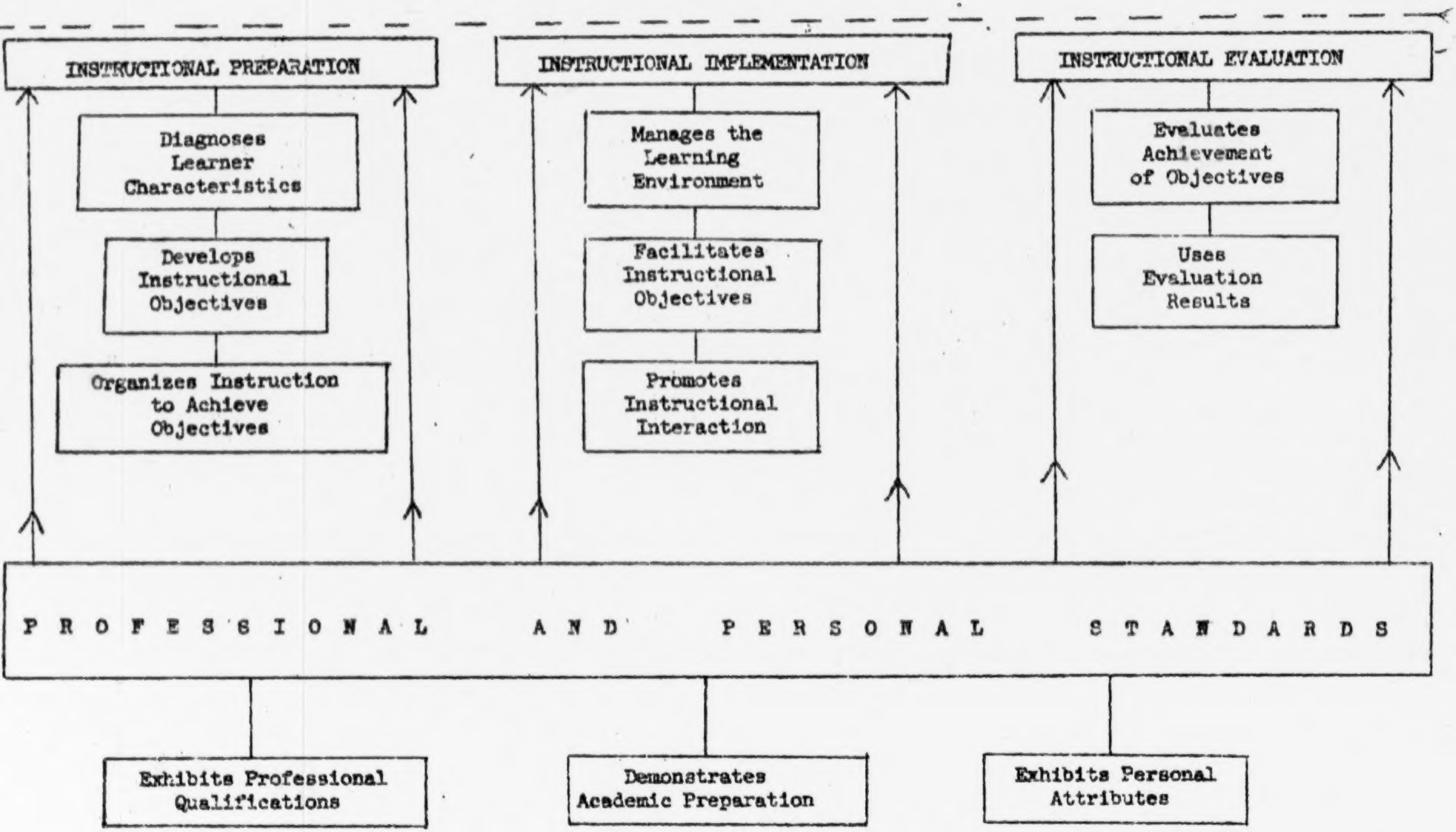
Professors C.D. Foster
and Norma M. Dimmitt

CONCEPTUAL MODEL OF TEACHING


INSTRUCTIONAL PREPARATION
Diagnoses Learner Characteristics
Develops Instructional Objectives
Organizes Instruction to Achieve Objectives
INSTRUCTIONAL IMPLEMENTATION
Manages the Learning Environment
Facilitates Instructional Objectives
Promotes Instructional Interaction
INSTRUCTIONAL EVALUATION
Evaluates Achievement of Objectives
Uses Evaluation Results
PROFESSIONAL AND PERSONAL STANDARDS
Exhibits Professional Qualifications
Demonstrates Academic Preparation
Exhibits Personal Attributes

3. The Evaluation Design -- intern teaching competence

   Two instruments are recommended for obtaining empirical data about intern teaching competence.

   a. The instrument currently used by the Office of Field Experiences (Teaching Performance Standards) for formal evaluations by participating personnel.
   b. A self-report instrument (to be developed) focusing on the extent to which this pattern prepared the interns to function at the knowledge, comprehension, application, and evaluation levels required for competent teaching.

4. Initially, data on performance will be examined in relation to TEPFO Secondary conceptual and management dimensions. When sufficient number of interns have completed this preparation pattern, comparative analyse can be made within TEPFO Secondary and among all secondary preparation patterns in the Teacher Education Program at the University of Washington. At that point in time a research model utilizing control groups can be applied.

D. Relationship of the Program Conceptual Model to the Assessment of Intern Teaching Competence

1. The Office of Field Experiences Instrument for the evaluation of intern teaching performance is ordinarily applied at mid-term and end of quarter intervals. In this context, assessment at these two points is a summative evaluation of performance. Another kind of evaluation is also recommended to be applied on an ongoing basis throughout the quarter. This is formative evaluation and is aimed at assessing the quality of the intern's performance on assigned tasks that are given

in the TEPFO: Secondary Clinic (EDC&I 496) and those that are arranged by the field associate teacher in the classroom setting in the field.[1] Both sources of assigned tasks are derived from the program conceptual dimension and are scheduled to accommodate program goals for (a) orientation experiences (b) Pre-Intern Academic Experiences (first quarter) (c) Pre-Intern Field Experiences (first quarter) and (d) Intern Experiences (second quarter).

2. The formative approach to assessment provides feedback data on a continuous basis and permits the recycling of those tasks for which the intern failed to reach criterion level.
3. The summative approach to assessment during the mid-term and final evaluation periods should account for the total range of performance behaviors included in the Office of Field Experiences Evaluation Instrument.

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[1] See Suggested Training Experiences for Secondary Level Teacher Interns, 1971-72. University of Washington, College of Education. Prepared by Field Associate Teachers, Northeast Educational Complex, Seattle Public Schools. Professors Norma M. Dimmitt and Clifford D. Foster, University Consultants.

ATTACHMENT III

UNIVERSITY OF WASHINGTON College of Education 1/71 Office of Field Experiences

RESPONSIBILITIES OF THE FIELD ASSOCIATE TEACHER

The field associate teacher guides student progress by providing conditions for analyzing, practicing, and evaluating the skills of teaching. To fulfill this role, the field associate teacher assumes responsibilities organized within two mutually reinforcing relationships.

Student/Field Relationships

1. Provides the student a thorough orientation to the field environment, including:
    a. Administrative, faculty, and staff responsibilities
    b. School policies, procedures, and services
    c. Course(s) of study and major goals to be considered during student field experience
    d. Class schedule, regulations, and procedures
    e. Grading philosophy and procedures

2. Acquaints student with important background information about the learners, including:
    a. Socio-economic background and special assets or problems of the community
    b. Range of learner abilities
    c. Individual learner abilities and interests
    d. Grouping philosophy and procedures
    e. Cummulative learner data and records

3. Demonstrates, for student observation and joint post-observation analysis, basic teaching skills sequenced to promote gradual increase of knowledge about teaching and learning.

4. Arranges visits to other classrooms, establishing with the student a specific focus for each observation.

5. Organizes for the student's gradual induction into teaching, starting with routine tasks and moving to full-time responsibility -- paced by the student's ability to assume increased responsibilities. Most students have at least two weeks full-time teaching experience.

6. Helps the student develop competence in preparing for instruction by:
    a. Planning jointly with student during initial teaching
    b. Approving all lesson plans to be taught by the student
    c. Conducting pre-teaching conference for all lessons to be observed

7. Helps the student develop competence in skills for implementing instruction by:
    a. Observing regularly and systematically the teaching of planned lessons, using the "Observation of Field Experience" form (in duplicate) to record observation information.
    b. Conferencing with the student, providing a copy of the observation information, to examine alternative suggestions for strengthening specific teaching skills.

    c. Encouraging the student to test a

8. Help the student develop competence in using evaluation skills by:
    a. Assisting the student to identify evidence of learner achievement of objectives.
    b. Developing with the student some concrete, practical self-improvement techniques.
    c. Assisting the student in self-evaluation of teaching competence at mid-term and at the end of the field experience.

University/Field Relationships

1. Serves as liaison between the field staff and University for communicating about program development and operational procedures.
2. Coordinates all phases of the preparation program with the University field coordinator.
3. Submits to the Office of Field Experiences an assessment of student competence, using the "Evaluation of Field Experience" form, on the dates requested for mid-term and final evaluations.
4. Communicates special concerns or problems to the University field coordinator.

The specific responsibilities identified above may be implemented more effectively by considering the following general guidelines for working with student teachers.

1. Proper pacing of the student's development is critical and should be determined by your judgment of responsibilities the student can assume with reasonable success.
2. A student should not be expected to take over when entering the classroom. Generally, such action is accompanied with problems that are difficult to overcome.
3. A student should be expected to plan and teach a unit only after demonstrating competence to plan and teach a lesson.
4. Student progress is a highly individual matter, so tailor the teaching experiences for this particular student.
5. Allow the student some time to work alone with the learners after you are certain this responsibility can be assumed properly.
6. Plan a variety of ways the student can assist your instructional program when you are teaching.
7. Allow the student sufficient time during the quarter to observe highly skilled teachers, to plan for instruction, and to prepare special materials.
8. Focus on one performance standard at a time, introducing additional standards as the student is able to handle them.
9. Remember that you are responsible at all times for the instructional program in the classroom, even though the student has assumed full charge of the class.
10. Although the student may be teaching especially well, making you confident to leave the classroom for periods of time, be certain you are readily available in the event your assistance is required by the student to handle an unanticipated situation in the classroom. Remember, you are responsible for what occurs in your classroom or someone designated by the building principal in your absence.

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UNIVERSITY OF WASHINGTON
College of Education
Office of Field Experiences

RESPONSIBILITIES OF UNIVERSITY FIELD COORDINATORS

The University coordinator of field experiences facilitates student progress by providing assistance in analyzing the teaching process, practicing teaching skills, and evaluating teaching performance. To fulfill this role, the University coordinator assumes responsibilities organized within three mutually reinforcing relationships.

University/Student Relationships

1. Orients students to general University procedures and expectations prior to entering field experience (general guidelines for students).
2. Assists students in understanding the performance standards and teaching criteria used to guide their development and evaluate progress.
3. Observes students three times, analyzing teaching in terms of established performance standards -- during second or third week after student has started teaching, prior to midterm, and prior to final evaluation.
4. Conferences with students after each observation, providing a copy of the observation report, helping them analyze the teaching, and exploring suggestions for improvement. The midterm and final observation conference may include the discussion of competencies specific to the observation.
5. Conducts weekly seminars with students, focusing on relevant immediate concerns and systematic instruction for skills development.
6. Discusses with students the mid-term and final evaluation of teaching competencies, obtaining student signature on both. At midterm identifies priorities for improvement during remainder of field experience; at final evaluation establishes priorities for further professional development.

University/Field Relationships

1. Serves as liaison between the University and appropriate building administrator(s) for communicating about program development and operational procedures.
2. Interprets to field associate teachers the performance standards and criteria used to guide basic skills development and evaluate student progress.
3. Develops with field associate teachers a plan for orientation to building and systematic induction into teaching, dependent on student ability to assume teaching responsibilities.

4. Identifies with field associate teachers priorities for student development and determines mutually reinforcing strategies for promoting student competence.

5. Assists field associate teachers with special problems which may develop.

Intra-University Relationships

1. Serves as liaison between the academic department and Office of Field Experiences for communicating about program development and operational procedures.

2. Participates in designated seminars to share ideas for developing and extending skill in observing, analyzing, conferencing, and evaluating students.

3. Submits with field associate teacher, mid-term and final evaluations, signed by students, to Office of Field Experiences -- using the evaluation of Field Experience form.

4. Submits with mid-term the two observation reports on which that evaluation is based; submits with final evaluation the observation report on which it is based.

5. Informs Director of Field Experiences about students having special difficulty. By midterm identifies students who appear to be failing.

The specific responsibilities identified above may be implemented more effectively by considering the following general guidelines for working with students and field associate teachers.

1. The role definition of the field coordinator, while clearly identified, must remain flexible so that adjustments and clarifications of role can result from varied situations and relationships that occur in the field while helping students develop teaching competence.

2. Communication is the prime consideration for coordination. Communication will be enhanced by:
   a. Becoming thoroughly familiar with the operational procedures to be communicated to students and field associates.
   b. Knowing the schools in which you function -- the philosophy, personnel, students, curriculum, and procedures.
   c. Recognizing that each student is a unique individual and providing the guidance necessary for helping each student achieve his potential.

3. Emphasize the study of teaching throughout your work. Help students conceptualize about the process of teaching by providing numerous opportunities for analyzing and evaluating teaching performance -- their own, and performance of excellent teaching models.

4. Consider your efforts with students a means for continuing your own professional growth -- an opportunity to extend your professional awareness, knowledge, and skills.

UNIVERSITY OF WASHINGTON COLLEGE OF EDUCATION

EVALUATION OF FIELD EXPERIENCE TEACHING PRACTICUM

Mr.
Mrs.
Miss
Student ____
Last Name First Middle Maiden

Assignment ____________________ 1st 2nd 3rd
Dates Hours per quarter

____
Subject(s)/Grade level School/District

____
Student (Signature)

PERTINENT INFORMATION ABOUT FIELD ASSIGNMENT:

SPECIFIC RECOMMENDATIONS FOR FIRST-YEAR ASSIGNMENT:

Academic major(s) Level(s)

Academic minor(s) Level(s)

Other areas of competence:

____
Field Associate Teacher (Signature)

____
University Field Coordinator (Signature)

____
Norma M. Dimmitt, Director of Field Experiences

PERFORMANCE CRITERIA RATING SCALE:

Four areas of teaching performance are included; professional and personal, instructional preparation, instructional implementation, instructional evaluation. Behaviors considered essential to effective teaching are specified for categories within each area. Space is provided (*) for reporting behaviors unique to this student, setting, subject. The performance profile to the right is based on the following five-point scale:

- (O) Outstanding: Far exceeds expectations for a beginning teacher.
- (E) Excellent: Exceeds expectations for a beginning teacher.
- (G) Good: Meets expectations for a beginning teacher.
- (W) Weak: Barely meets expectations for a beginning teacher.
- (U) Unsatisfactory: Does not meet expectations for a beginning teacher.

Performance criteria for each category are assessed to the left, using these scale definitions:

(+) Noticeable strength	(-) Priority for improvement
(✓) Marked improvement	(u) Unsatisfactory
(s) Satisfactory	(x) Not observable in this situation

OVER-ALL EVALUATION OF TEACHING COMPETENCE:

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SCALE:

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ch category are assessed to the left, using

(-) Priority for improvement
(u) Unsatisfactory
(x) Not observable in this
situation

HING COMPETENCE:

PERFORMANCE CRITERIA — PERFORMANCE PROFILE
U W G E O

PROFESSIONAL AND PERSONAL

Exhibits Professional Qualifications ☐ ☐ ☐ ☐ ☐
_demonstrates genuine enthusiasm for teaching
_relates positively with faculty and staff
_assumes teaching and extra-class tasks responsibly
_strives to improve teaching competence
*

Demonstrates Academic Preparation ☐ ☐ ☐ ☐ ☐
_demonstrates specific knowledge of subject(s) being taught
_understands structure and sequence of subject development
_applies general knowledge related to subject(s) being taught
_uses English correctly in classroom communication
*

Exhibits Personal Attributes ☐ ☐ ☐ ☐ ☐
_demonstrates positive interpersonal relationships with learners
_displays initiative in assuming teaching tasks
_utilizes well-modulated, clearly-articulated speaking voice
_exhibits confidence when teaching
*

INSTRUCTIONAL PREPARATION

Diagnoses Learner Characteristics ☐ ☐ ☐ ☐ ☐
_recognizes abilities, handicaps, and interests of learners
_interprets formal and informal feedback from learner behavior
_considers present performance level of learners
_recognizes individual and group learning difficulties
*

Develops Instructional Objectives ☐ ☐ ☐ ☐ ☐
_develops valid unit and lesson objectives for learners and subject
_prescribes specific, measurable learner outcomes in lesson objectives
_modifies expected outcomes for individual and group differences
_communicates objectives and their importance to learners
*

Organizes Instruction to Achieve Objectives ☐ ☐ ☐ ☐ ☐
_prescribes appropriate teaching strategies and learner activities
_designates introductory, concluding, and evaluating procedures
_utilizes a variety of human, material, and environmental resources
_anticipates the need for alternative strategies and activities
*

INSTRUCTIONAL IMPLEMENTATION

Manages Learning Environment ☐ ☐ ☐ ☐ ☐
_enforces effective regulations in managing learning activities
_establishes workable approach(es) for controlling learner disruptions
_maintains a physical atmosphere which is conducive to learning
_organizes efficient use of instructional materials and equipment
*

Facilitates Instructional Objectives ☐ ☐ ☐ ☐ ☐
_establishes motivation specific for learners and subject
_paces instruction flexibly, in terms of feedback from learner behavior
_modifies strategies and activities to facilitate learner achievement
_summarizes to reinforce learning and achieve closure
*

Promotes Instructional Interaction ☐ ☐ ☐ ☐ ☐
_involves learners in active classroom participation
_stimulates learner questions, responses, and discussions
_promotes positive peer group interaction
_capitalizes on unexpected interaction and learning opportunities
*

INSTRUCTIONAL EVALUATION

Evaluates Achievement of Objectives ☐ ☐ ☐ ☐ ☐
_assesses learner achievement of objectives
_recognizes what facilitated or restricted learner achievement
_evaluates learner achievement by formal and informal procedures
_encourages learners to assess their own achievement
*

Uses Evaluation Results ☐ ☐ ☐ ☐ ☐
_guides subsequent instruction in terms of learner achievement
_encourages learners to apply new knowledge and skills
_evaluates teaching effectiveness in terms of learner achievement
_modifies teaching behaviors which restrict learner achievement
*

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UNIVERSITY OF WASHINGTON
COLLEGE OF EDUCATION
Office of Field Experiences

SELECTED EXAMPLES OF CRITERION MEASURES FOR PERFORMANCE CRITERIA
USED IN EVALUATING THE FIELD EXPERIENCE TEACHING PRACTICUM

eas of Teach- g Performance	Categories of Teaching Performance	Criteria for Categories of Teaching Performance	Criterion Measures for Teaching Performance Criteria
OFESSIONAL AND PERSONAL	Exhibits Professional Qualifications	Demonstrates General Enthusiasm for Teaching	Acquaints self with the community, e.g., organization, facilities Acquaints self with district curriculum, e.g., philosophy, programs Shows eagerness to start teaching and to assume additional tasks Spends extra time at school for preparation or working with students Shows pleasure in the accomplishments of students *
		Relates Positively with Faculty and Staff	Works to build a satisfactory relationship with the field associate Observes channels of communication, policies and regulations Expresses convictions, knowing when to be discreet or compromising Reflects norms of the community in personal appearance Respects beliefs, opinions of building and district personnel *
		Assumes Teaching and Extra-Class Responsibly	Exhibits promptness in all assigned tasks or commitments Indicates consistent preparedness to teach Helps students interpret and enforce policies and regulations Attends extra-class faculty or student functions, when appropriate Accepts responsibility for own judgments and decisions *
		Strives to Improve Teaching Competence	Recognizes own teaching strengths and weaknesses Observes classroom teaching of other faculty Seeks suggestions for correcting particular difficulties Reveals openness to constructive criticism Presents plans to field associate well in advance of teaching *
	Demonstrates Academic Preparation	Demonstrates Specific Knowledge Subject(s) Being Taught	Shows appropriate age and grade level depth of subject(s) Provides accurate information and responses for students Shows breadth of knowledge about subject, when necessary Acquaints self with new knowledge and discoveries in subject(s) Knows when and where to get assistance regarding subject(s) *
		Understands Structure and Sequence of Subject Development	Identifies key concepts, skills, and attitudes to be included in conten Organizes content to provide for continuity of learning experiences Develops instructional units, incorporating key concepts, skills, and attitudes Considers prerequisites necessary to achieve particular objectives Organizes lessons on a systematic, step-by-step, teaching approach *

Areas of Teaching Performance	Categories of Teaching Performance	Criteria for Categories of Teaching Performance	Criterion Measures for Teaching Performance Criteria
PROFESSIONAL AND PERSONAL (Continued)	Demonstrates Academic Preparation (Continued)	Applies General Knowledge Related to Subject(s) Being Taught	Relates concepts and information from one subject to another Utilizes own cultural and experience background Relates present world of student to the subject matter Considers current events related to the subject(s) Establishes vocational implications of subject, if appropriate *
		Uses English Correctly in Classroom Communication	Selects words and phrases that are definitive to the discussion topic Uses correct grammatical constructions Spells correctly, especially on blackboard work Uses vocabulary appropriate for the maturity level of students Avoids frequent use of trite, slang or vernacular expressions *
	Exhibits Personal Attributes	Demonstrates Positive Interpersonal Relationships with Learners	Relates to students with a healthy balance of seriousness and humor Assures personal acceptance when student actions must be condemned Commends and encourages students to instill confidence and self-esteem Avoids threatening, ridiculing, or embarrassing individuals or groups Exhibits patience in difficult situations by listening and accepting *
		Displays Initiative in Assuming Teaching Tasks	Envisions a task to be done and accomplishes the task Anticipates special situations that might influence student behavior Makes long-range overviews, stating objectives, before actual teaching Volunteers to assume special teaching tasks and responsibilities Locates unique resources, material or human, for lesson emphasis *
		Utilizes Well-Modulated, Clearly-Articulated Speaking Voice	Demonstrates freedom from vocal affectations Uses a clear, strong voice which is audible in all parts of the room Projects a pleasing voice pitch, one that avoids monotony and shrillness Uses a speech pattern which is easily understood by the age group Uses voice inflections positively for instructional and control purposes *
		Exhibits Confidence When Teaching	Displays good posture and freedom from annoying mannerisms Evidences freedom to express appropriate emotions toward student actions Meets unexpected situations or interruptions easily and willingly Handles unusual student responses openly and calmly Moves freely about the classroom to assist students *
INSTRUCTIONAL PREPARATION	Diagnoses Learner Characteristics	Recognizes Abilities, Handicaps, and Interests of Learners	Examines records of individual students achievement and background Considers types of student achievement, e.g., physical, academic Recognizes that learners differ in how fast or how much they can learn Accepts problems and handicaps with consideration and understanding Remains alert to symptoms of special health and behavior problems *

reas of Teach-ng Performance	Categories of Teaching Performance	Criteria for Categories of Teaching Performance	Criterion Measures for Teaching Performance Criteria
INSTRUCTIONAL PREPARATION (Continued)	**Diagnoses Learner Characteristics (Continued)**	Interprets Formal and Informal Feedback from Learner Behavior	Examines the zealousness or lethargy of students Considers relationships between student attitudes and assigned work Determines how and why learners reach certain conclusions. Discriminates between teacher-caused and student-caused behavior probler Constructs and uses pre and post-teaching diagnostic devices *
		Considers Present Performance Level of Learners	Recognizes differences in classes or groups and reasons for differences Examines daily work to assess learner progress in relation to objective Determines the nature and size of learning steps students can handle Talks informally with students about the learning activities and conten Identifies readiness experiences for handling new concepts and skills *
		Recognizes Individual and Group Learning Difficulties	Recognizes need of some successful learning experiences for all student Analyzes instructional groups in terms of probable achievement of goals Provides varied examples and frames of reference for students, as neede Breaks difficult concepts into smaller components Provides alternative approaches to learning difficult concepts and skil *
	Develops Instructional Objectives	Develops Valid Unit and Lesson Objectives for Learners and Subject	Develops specific lesson objectives to implement broad course goals Considers how the objectives provide for continuity of subject matter Includes both affective and cognitive dynamics in lesson objectives Selects objectives suitable to age group characteristics of students Identifies prerequisite tasks necessary to achieve the objectives *
		Prescribes Specific, Measurable Learner Outcomes in Lesson Objectives	States exactly what the learner is expected to accomplish in the lesson Identifies the conditions or limitations to be imposed on the learners Establishes the minimum level of acceptable learner performance Measures a range of achievement beyond the minimum expected of learners Specifies a means for learners to judge their achievement of objectives *
		Modifies Expected Outcomes for Individual and Group Differences	Ascertains that each student can reach the minimum expected performance Establishes more rigorous standards for able and interested learners Encourages student feedback and construction of individual goals Reviews prerequisites to achieving objectives, when necessary Accommodates various learning styles and approaches of students *
		Communicates Objectives and Their Importance to Learners	Demonstrates ability to achieve student acceptance of objectives Relates objectives to present lives and circumstances of learners Establishes how achievement of objectives is immediately applicable Indicates why this achievement is prerequisite to subsequent learning Develops student awareness of level of expected performance *

reas of Teach- ng Performance	Categories of Teaching Performance	Criteria for Categories of Teaching Performance	Criterion Measures for Teaching Performance Criteria
INSTRUCTIONAL PREPARATION (Continued)	Organizes Instruction to Achieve Objectives	Prescribes Appropriate Teaching Strategies and Learner Activities	Develops a variety of teaching strategies from which to choose Plans for a variety of learner activities within and between lessons Selects learner activities with potential for achieving objectives Selects teaching strategies that are consonant with learner activities Includes several levels of cognitive and affective learning in lesson *
		Designates Introductory, Concluding, and valuating Procedures	Organizes and times introduction and conclusion for maximum effectivenes Utilizes instructional materials which enhance introduction and conclusio Allocates estimated time to each part of the lesson Plans lessons to provide continuity and focus for students Specifies the means of evaluating learner achievement *
		Utilizes a Variety f Human, Material, and Environmental Resources	Develops an inventory of material resources available in the situation Develops an inventory of available community resources Considers resources for sensory approach required in learning activities Captializes on special abilities, interests, and backgrounds of students Selects materials at difficulty level these students can handle *
		Anticipates the Need for Alternative Strategies and Activities	Considers how prescribed plans can be altered to meet unforseen events Preplans use of student spare time to meet individual differences Restructures the form of groupings appropriate to the learning activity Anticipates student behavior following interruptions, e.g., fire drills Maintains a complete alternative teaching plan for emergency situations *
INSTRUCTIONAL MPLEMENTATION	Manages Learning Environment	Enforces Effective Regulations in Managing Learning Activities	Establishes and maintains routines, e.g., assignments, supplies Refrains from talking over class noise, expecting to make statements onc Provides smooth transition between activities, emphasizing relationships Delegates all possible classroom management tasks to learners Develops positive reinforcement phrases to promote learner cooperation *
		Establishes orkable Approach(es) for Controlling	Remains consistent in execution of clearly defined limits Develops control approach(es) that support behavior established procedure Establishes ground rules and rationale with students, if possible Develops a sense of eye contact and awareness to ward off difficulties Controls inappropriate behavior without condemning student feelings *
		Maintains a Physical Atmosphere Which is Conducive to Learning	Controls temperature and ventilation of room or other facility Organizes flexible use of available facilities for learning activities Maintains flow and order in student movement situations Arranges furniture and equipment appropriate to the learning activities Provides for displays and interest centers suitable to the activities *

eas of Teach- g Performance	Categories of Teaching **Performance**	Criteria for Categories of Teaching Performance	Criterion Measures for Teaching Performance Criteria
NSTRUCTIONAL MPLEMENTATION (Continued)	Manages Learning Environment (Continued)	Organizes Efficient Use of Instructional Materials and Equipment	Organizes for material and equipment to be ready when needed Demonstrates knowledge and appropriate use of instructional equipment Anticipates need for other activities when materials do not arrive Plans time factors associated with use of materials and equipment Anticipates needs for using the equipment, e.g., power, lighting *
	Facilitates Instructional Objectives	Establishes Motivation Specific for Learners and Subject	Establishes a cognitive link between introduction and lesson Provides cues to promote achievement and retention for learners Uses an introductory procedure that is interesting to learners Incorporates learner interests and experiences into introduction Establishes a classroom environment that rewards effort and achievement *
		Paces Instruction Flexibly, in Terms of Feedback from Learner Behavior	Adjusts lesson activities to cues of enthusiasm, boredom, restlessness Varies tempo and kind of participation required of individual students Pauses to allow students sufficient time to think about new ideas Uses gestures and movement to emphasize a point or convey meaning Requires students to apply a variety of sensory approaches to informatior *
		Modifies Strategies and Activities to Facilitate Learner Achievement	Alters procedures when feedback indicates present plan is ineffective Changes emphasis or redirects learner attention to achieve objectives Assesses progress toward goal periodically throughout the lesson Minimizes use of activities which create learner conflicts Assures potential for some successful achievement for each learner *
		Summarizes to Reinforce Learning and Achieve Closure	Provides consolidation of concepts and ideas covered in lesson Reviews major facts and concepts throughout the lesson Connects previous material, present ideas, and future learning Provides for student summary or practice of new learning Reviews the material covered when first presentation fails *
	Promotes Instructional Interaction	Involves Learners In Active Classroom Participation	Assures participation of every student sometime during lesson Guides learners by flexible use of direct and indirect teacher influence Provides opportunity for learners to grow in responsible self-direction Reinforces successes of each student by praise and approval Expects learners to make some decisions which affect their achievement *
		Stimulates Learner Questions, Responses, and Discussions	Phrases questions to avoid misinterprestation and calling out of answers Invites and listens to learner questions and open exchange of ideas Elicits responses representative of convergent and divergent thinking Guides learners to methods of finding and testing solutions Avoids giving answers of repeating responses unless for deliberate focus *

s of Teach- Performance	Categories of Teaching Performance	Criteria for Categories of Teaching Performance	Criterion Measures for Teaching Performance Criteria
STRUCTIONAL LEMENTATION Continued)	Promotes Instructional Interaction (Continued)	Promotes Positive Peer Group Interaction	Promotes morale and cohesiveness through group activities Helps learners gain healthy recognition and acceptance of peers Promotes peer interaction through leadership and membership opportunities Expects learners to be courteous and respectful toward each other Encourages learners to socialize widely, discouraging cliques *
		Capitalizes on Unexpected Interaction Learning Opportunities	Takes advantage of spontaneous learning situations during lesson Restructures groups to enhance interaction during impromptu activities Adjusts level of interaction to avoid potential conflict Alters plans to facilitate unusual, impromptu learner contributions Reorganizes plans to facilitate discussion of critical or timely issues *
TRUCTIONAL ALUATION	Evaluates Achievement of Objectives	Assesses Learner Achievement of Objectives	Observes learner attitudes toward achieving expected outcomes Compares pre and post performance levels on specified skills Evaluates daily assignments in terms of expected outcomes Discusses, formally or informally, learning outcomes with students Observes learners for specific behaviors related to expected outcomes *
		Recognizes What Facilitated or Restricted Learner Achievement	Examines how human and material resources enhance or restrict learning Examines how strategies and activities enhance or restrict learning Considers outcomes in relation to learner potential Considers how learner attitudes influence learning outcomes Recognizes learner and teacher oriented facilitators and restrictors *
		Evaluates Learner Achievement by Formal and Informal Procedures	Employs formal techniques, e.g., tests, to assess learning outcomes Examines achievement informally during instruction and work periods Employs techniques that require different levels of thinking Maintains accurate, complete records of learner achievement Demonstrates ability to interpret standardized tests, e.g., achievement *
		Encourages Learners to Assess Their Own Achievement	Specifies criteria for evaluating learning outcomes Discusses with learners ways to recognize their progress and needs Provides focused written comments on assignments and tests Encourages learner participation in evaluation, e.g., write test questions Organizes procedures for keeping a record of assignments and progress *
	Uses Evaluation Results	Guides Subsequent Instruction in Terms of Learner Achievement	Redefines objectives that have not been achieved for next instruction Recognizes need to reteach a particular lesson before moving ahead Maintains a record of positive and negative reactions to lessons Considers evidence other than grades for further planning Identifies difficult concepts that need reinforcement in furture lessons *

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INSTRUCTIONAL EVALUATION (Continued)	Uses Evaluation Results (Continued)	Encourages Learners to Apply New Knowledge and Skills	Helps learners accept responsibility for improving subsequent learning Encourages learners to use achievement results in making decisions Assists learners to identifying causes of their successes and failures Establishes relevance of learning to other classes, daily life, etc. Helps students set personal goals which they can reach *
		Evaluates Teaching Effectiveness in Terms of Learner Achievement	Measures student achievement without labeling the learners Identifies teacher behaviors which led to productive responses Identifies teacher behaviors which restricted productive responses Interprets affective learner cues Recognizes relationship between teacher and learner behavior *
		Modifies Teaching Behaviors Which Restrict Learner Achievement	Exhibits awareness of mistakes and modifies behavior accordingly Employs corrective techniques suggested by field associate Tests alternative procedures for improving learner achievement Recognizes and alleviates classroom personality deficiencies Develops unique teaching style from demonstrated strengths *